

WORKBOOK

Upstream

INTERMEDIATE B2

Student's Book

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My Home is my Castle

Vocabulary

- 1 a. Identify the rooms and then put the objects in the right rooms. Some objects can be used more than once. Finally describe each room.

• sink • sofa • armchair • bathtub • wardrobe
• cooker • basin • refrigerator • coffee table
• dressing table • cupboard • bookcase
• toilet • dishwasher • television • desk
• chair • lamp • picture • rug • kettle
• cabinet • fireplace • four-poster bed



kitchen:
sink,



- b. Use words from the list to describe your bedroom, living room and kitchen.

- 2 Match the character adjectives to their meanings. Use them to make up sentences about people you know, as in the example.

1 ☐ g dynamic

2 ☐ calm

3 ☐ anxious

4 ☐ talkative

5 ☐ adventurous

6 ☐ creative

7 ☐ aggressive

8 ☐ cheerful

- a is willing to take risks and try new things
b gets angry very easily
c worries about everything
d rarely gets stressed or angry
e likes to chat a lot
f is always happy and in a good mood
g is full of energy
h always thinks of new ideas, artistic

My aunt is very dynamic. She is always full of energy.

- 3 Complete the sentences by filling in the correct word from the list.

• harsh • moat • appeal • draught • extension
• airy • sculpture • barn • converted • convince

- The artist made a beautiful of an Egyptian queen.
- Living in the countryside doesn't really to me.
- We needed more space, so we built an to our house.
- The winters in Russia are very
- This old factory is being into a block of flats.
- There is a terrible coming from under the door.
- Most ancient castles had a to help keep out enemies.
- Our flat has large windows, so it is light and
- The children decided to sleep in the when they stayed at their grandparents' farm.
- We tried to her that she should move to a smaller flat.

- 4 Match the items with the place where they are stored, then make sentences, as in the example.

sheets and towels

dirty clothes

biscuits/sugar

milk

clean clothes

crockery

fridge

linen cupboard

sideboard

wardrobe

laundry basket

larder

Milk is stored in the fridge.

5 Replace the adjectives in bold with their opposites.

- 1 The house that Jane lives in has got a very **spacious** living room.
- 2 This flat is very **cheap**.
- 3 I don't think that this house is **impractical**.
- 4 That sofa is rather **comfortable**.
- 5 We live in a very **quiet** area.
- 6 That building looks **ancient**.

6 Cross out the odd word. What aspect of housing does each set of words refer to?

- 1 reasonable – expensive – economical – secure
- 2 terraced – isolated – semi-detached – three-storey
- 3 spacious – tiny – cosy – huge
- 4 small – airy – secure – comfortable
- 5 village – city – overpriced – suburbs

7 Look at the pictures. In pairs, think of three positive and three negative things which you could say about each house. Think about: *cost, convenience, location, special features*. Use your ideas to make sentences, as in the example.



A Positive: *countryside,*
private,

Negative: *isolated,*

B Positive: *low fuel bills,*

Negative:

House A is located in the countryside.

8 Replace the phrases in bold with the correct form of the phrasal verbs from the list.

- break down • bring up • break up • bring back
- break in • bring sth out

Dear Susie,

Thanks so much for your letter. Hearing from you always **1) makes me remember** happy memories of the summers we used to spend together.

Well, now that I'm **2) raising** two children of my own, summers will never be the same again! The boys' school **3) finished** for the summer holidays last week. I had the great idea of taking them to see their favourite band in concert last weekend, but it ended in disaster.

We were halfway to the concert when my car suddenly **4) stopped working**. I called for help, but the mechanic couldn't fix the problem, so he had to tow my car to the garage. Well, we missed the concert and when we got home we found that someone had **5) entered by force** and stolen my jewellery!

The boys were upset that they didn't see their heroes, but I told them that I would buy them their new CD when they **6) put it on the market**. I'm really upset about my jewellery, but I don't suppose I'll ever see it again.

Well, I hope you're having a better week than I am! Write again soon.

Love,
Claire

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

9 Match the words in column A to the words in column B, then use some of the phrases to complete the sentences.

A	B
security	new
short of	scratch
central	the lawn
fitted	system
brand	hands
from	lie
mow	heating
bare	money
white	kitchen

- 1 After the burglary, we fitted our house with a
- 2 Tony built his house, all by himself.
- 3 He is very strong. He can tear a phone book in half with his

- 4 I am a little this week,
so I can't go shopping.
- 5 It's freezing in here. The
isn't working.
- 6 I can't believe this radio is broken. It is
.....

10 Complete the sentences with two to five words, including the words in **bold**. Do not change the meaning of the original sentence.

- 1 James has decided to start his own business.
up James has decided
..... business.
- 2 Sally has a problem with hay fever every summer.
from Sally
..... every summer.
- 3 A fire started in the local museum late last night.
out A fire
..... local museum late last night.
- 4 That song always reminds me of my first holiday abroad.
back That song
..... my first holiday abroad.
- 5 I think this house is really attractive and interesting.
appeals This house really
..... me.
- 6 My gas and electricity don't cost very much.
fuel My
..... very low.

11 Circle the correct responses.

- 1 A: Excuse me. Is this seat free?
B: **a** Yes, can I help you?
b Yes, it is.
c I'm sorry to hear that.
- 2 A: How much is the rent?
B: **a** No more than £450.
b Just two.
c It's £450 a month.
- 3 A: Hello, Mrs Jenkins. This is Tony Mallet.
B: **a** Hello, Mr Mallet. What can I do for you?
b Mrs Jenkins speaking.
c This is Mrs Jenkins.
- 4 A: Good afternoon. Can I help you?
B: **a** I hope so.
b That's fine.
c Not at all.
- 5 A: When can we view the house?
B: **a** How about tomorrow at 1 o'clock?
b I'll see you tomorrow, then.
c I'll send someone to look at it right away.
- 6 A: How much are you willing to spend?
B: **a** Not at all.
b Just two.
c No more than £600.

12 Tick the correct preposition, then make sentences using the phrases, as in the example.

	to	for	from	of	in
suitable		✓			
appeal					
suffer					
fear					
convince sb					
absent					
accuse sb					
approve					
believe					
beg					

*This dress isn't **suitable** **for** a dinner party.*

Speaking

13 a. Look at picture A and complete the dialogue.



- A: Where do you think picture A was taken?
B: 1)
A: Can you describe the picture to me?
B: Yes. I can see 2)
.....
.....
A: Do you like working in the garden?
B: 3)
A: Have you got a big garden?
B: 4)
A: Do you like living in a house/flat?
B: 5)

b. Look at picture B and in pairs act out a similar dialogue.



Reading

- 14 a. Look at the pictures. Where do you think they were taken? How are they related to the title of the article? Read the article and check your answers.
- b. Choose the most suitable heading from the list A-G for each paragraph 1-5. There is an example (0) at the beginning. There is one extra heading which you do not need to use.



- A For children of any age
B A dream world for everyone
C The transformation
D Spoilt for choice
E No ordinary hotel
F Where dreams come true
G The hotel's owner



Where Dreams Begin

0 E

The Sparkles Hotel in Blackpool, England is a family hotel with a difference. What makes it stand out from all the other hotels in town, is that each room has its own individual theme. There is the Cinderella lounge, where

the chairs are giant silver slippers and the Lost City of Atlantis dining room, especially designed to be the perfect place for you to enjoy your fish and chips. Every detail in every room of the hotel, even the bathrooms, has been carefully chosen to give it a fun and unique atmosphere.

1

In fact so much work has gone into making each of the sixteen rooms special, it is difficult to believe that just one year before it opened the hotel was a run-down building with a huge hole in the roof. After replacing the roof and planning a whole new interior, the owner, aptly named Mrs Sparkle, began to totally transform the place. She says, "It was really hard work redecorating each room, making the curtains, painting the walls and restoring old furniture; but it was fun as well." Now that the work is finished and each room has its own make believe theme, she has no doubts that it was definitely worth the effort.

2

Mrs Sparkle always dreamt about living in a doll's house and she is very happy that she has been able to turn this fantasy into a reality. "Now I just want to be able to provide a place where other people's dreams can come true too," she says.

3

There are certainly some amazing rooms to pick from. Guests can choose to stay in the Teddy Bear's Picnic room, the Barbie room, the Ruined Castle room, the Dinosaur den, the Chocolate room or even the African den, which is designed to make you feel like you're deep in the jungle complete with toy monkeys and animal prints. All the rooms are stocked with toys and books so your children won't get bored, even if the English weather lets you down.

4

In addition to the fantastic guest rooms, Sparkles has much more to offer its young visitors. Every time you book a room you can be sure that entertainment, most of which is organised by Mrs Sparkle herself, is included in the package. To give busy parents a break in the morning, there is the games hour in the Sparkle's den, a large play area, and in the evening, puppet shows and story-telling mean that there is never a dull moment.

5

Sparkles hotel offers a fantasy world for the whole family to enjoy. So if you want to give your children a holiday to remember or even to relive your own childhood dreams, Sparkles is the place for you.

- c. In pairs, ask and answer questions based on the text.

A: Where is the Sparkles Hotel?

B: In Blackpool. What type of hotel ...?

Listening

- 15 a. You will hear a man applying for a loan. Listen to the interview and fill in the application form. Then ask and answer, as in the example.

A: What's your name?

B: John Michaels.

- b. In pairs, take roles and act out a similar dialogue.

LOAN APPLICATION

PERSONAL DETAILS

Name: 1)

Marital Status: 2)

EMPLOYMENT

Occupation: 3)

Employer: 4)

Length of Employment: 5)

Salary: 6)

LOAN DETAILS

Current loans: 7)

Purpose of new loan: 8)

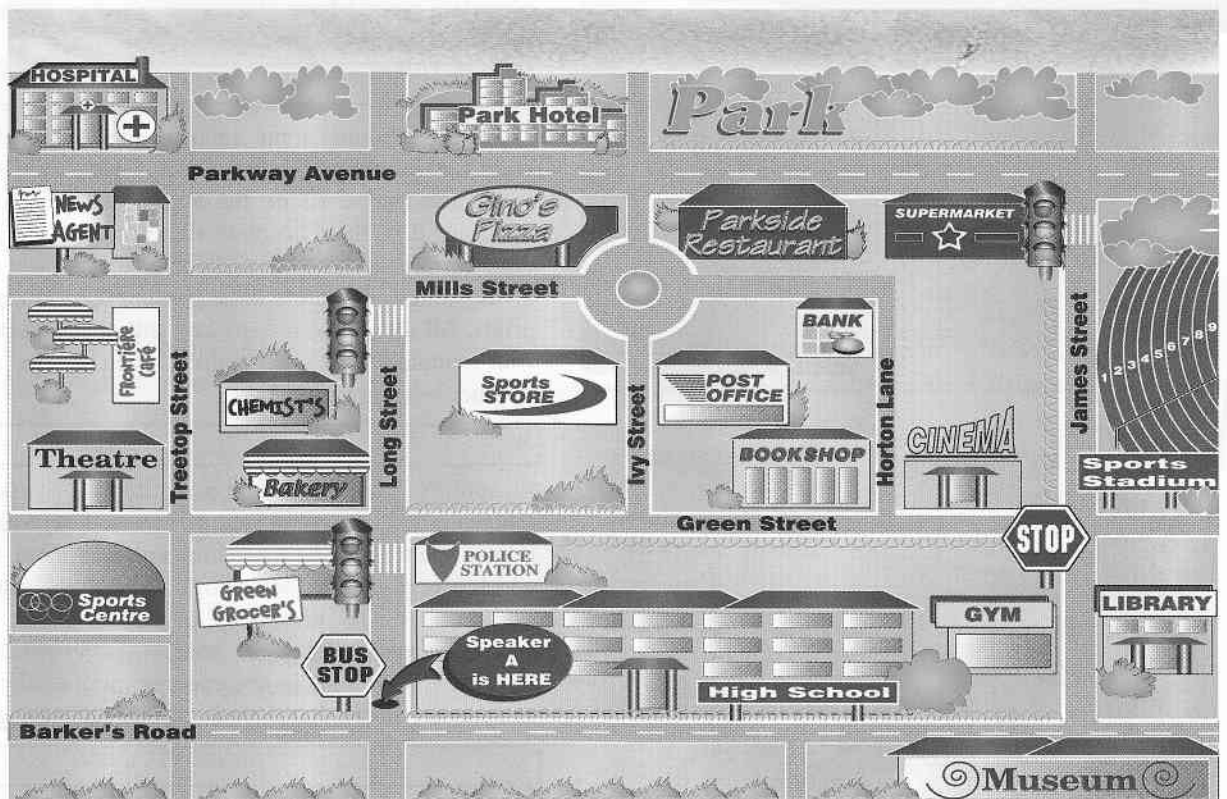
Type of loan: 9)

Amount of loan: 10)

Communication: Giving Directions

- 16 a. Complete the dialogue with phrases from the list.

- go along/up/down • at/on the corner • on the left/right • (just) past • opposite/across from
- turn right/left • take the first/second etc right/left • between • at the traffic lights/stop sign/junction/roundabout
- in the middle of the block



A: Excuse me, could you tell me how to get to the Parkside restaurant?

B: Of course. 1) Long Street and 2) into Mills Street at the 3)

A: Yes, I've got that.

B: Then, 4) Mills Street and turn left at 5) You will see the Parkside restaurant
6) It's 7) Gino's Pizza.

A: Thank you.

- b. In pairs, ask for and give directions for the following situations.

- You are at the museum and you want to go to the Park Hotel.
- You are at the chemist's and you want to go to the hospital.
- You are at the cinema and you want to go to the Frontière café.

Writing an advertisement

Tip

Advertisements can be found in a newspaper/magazine as classified ads, on the Internet or on notice boards. Advertisements normally start with information such as: *For rent, For sale, Wanted* and end with a name and/or a telephone number for contact. A classified ad contains abbreviations. Full verb forms are not normally used. Sometimes they can include a picture. An Internet ad includes a detailed description. It is usually characterised by full sentences and extensive use of adjectives to attract the reader's attention. It can also include pictures and music. Advertisements for notice boards are rather short and include only the main information.

- 17 a. Read the three advertisements below. Look at the style and decide where you would find them.

- On the Internet
- In a newspaper
- On a notice board

For rent

A

£500 pcm, Mitcham, North London.

Lge ground floor studio flat, p/f, s/c with bathroom, spacious living area. Kitchenette has fridge, m/w, w/m, d/w and gas cooker. Security system and GCH. Suit prof n/s. Close to bus routes and local shops. Available immediately.

Contact London Property Management Ltd at
020 8378 2439

B

Situated on 1.5 acres of the most valuable real estate in the Caribbean, the heavenly Alan Bay House in Barbados has just come onto the market. This traditional stone house has been completely renovated inside using white pine to create a cool Barbadian atmosphere. The property has a spectacular ocean view and is hidden from public view by fully grown mahogany trees. The swimming pool is surrounded by lush tropical gardens. The property includes: a large entrance hall, a reception room, dining room, kitchen, study, 6 bedrooms with en suite bathrooms, wide balconies on two sides and a two-bedroomed guest cottage.



For more information send an e-mail or call
International Resort Properties Inc at 020 7438 5610

C

FOR SALE

Whirlpool washer/dryer, model AWG 320 hardly used, good condition £150
Call Tina: After 6pm 227-3905

- b. Read the advertisements again and answer the following questions.

- 1 What is being advertised in each case?
- 2 Who is going to read each advertisement?
- 3 Is the style used formal or informal?
- 4 What information does the writer include in each advertisement?

- 18 a. Look at the following abbreviations and fill in the blanks.

p/f	..... furnished
f/f	fully
GCH	Gas Heating
s/c	self-contained
d/w	dish
m/w	micro
w/m	..... machine
prof	professional
n/s	..... smoker
pcm	per calendar
lge	.....

- b. Rewrite advertisement A using the completed expressions above.

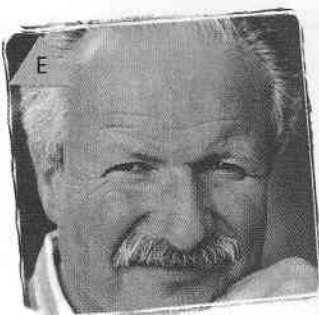
- 19 Your flatmate has just moved out and you need to find someone to share the rent. Use the information below and write three different advertisements for: the Internet, the classified section of your local newspaper and the notice board in your university cafeteria.

Location:	Large – view of the park – close to university and bus to the town centre
Type:	2 bedroom flat
Special features:	fully furnished, gas central heating, cooker, washing machine, dishwasher
Rent:	£280 a month
Special requirements:	non-smoker
Availability:	April 1st
Contact:	Robert Johnson, tel: 01865-515688

While there's life, there's hope

Vocabulary

- 1 Match the descriptions to the people. Write descriptions for the other two people.



- 1 This person is old with brown eyes and a wide nose. He has short, grey hair and a moustache.
- 2 This person is a young adult with hazel eyes, thick eyebrows and full lips. He has an oval face and very short dark hair.
- 3 This person is a young adult with long straight blonde hair. She has a long face with arched eyebrows, green eyes, a small nose and a square chin.
- 4 This person is a young adult with an oval face, a square chin and a wide mouth. He has brown eyes and medium-length wavy brown hair.

- 2 Use the adjectives to complete the tables, then use them to describe your neighbours.

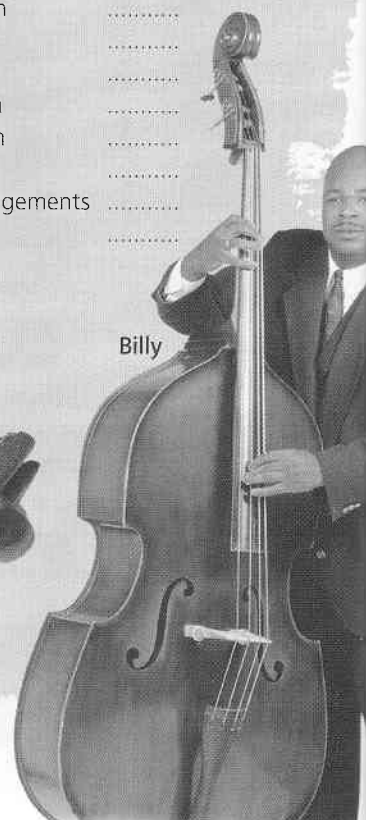
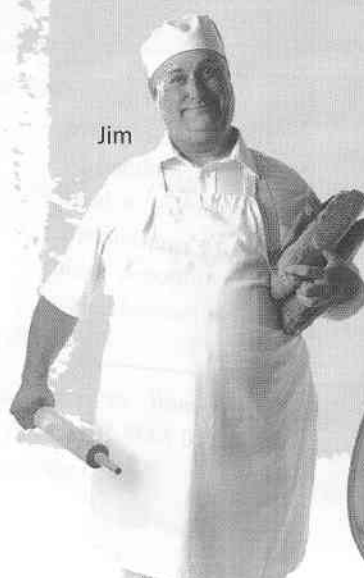
- tall • broad-shouldered • square • thick • long
- snub • wide • double • spiky • bushy • muscular
- middle-aged • arched • button • almond-shaped
- blond • oval • in his early/late teens/twenties • rosy
- short • grey • curly • dark • freckled • plump
- ginger • medium • high • hooked • fair • overweight

Age:	
Height/Build:	
Hair:	
Face:	
Cheeks:	
Eyebrows:	
Eyes:	
Eyelashes:	
Nose:	
Mouth:	
Chin:	

Mr Jones is in his late thirties. He is tall and well-built with ...

- 3 Match the phrases to the people in the pictures, then use the phrases to talk about their daily routines.

- get up early
- turn on the ovens
- practise with musicians
- start work at 4 am
- perform on stage
- have breakfast at 1 pm
- finish work at 1 pm
- start work at 9 pm
- prepare dough
- have lunch at 8 am
- finish work at 3 am
- get up late
- write musical arrangements
- bake bread



4 Fill in the correct word from the list below.

- visible • basement • resume • waste • vibrations
 - financially • transmitted • registered • hearing
 - electrical
- 1 When the children went to nursery, she was able to her career.
 - 2 The interview was by satellite around the world.
 - 3 Bell used speech to teach deaf mutes how to communicate.
 - 4 He thought that the experiment was a of time.
 - 5 The wires carried the current to the socket.
 - 6 The young boy lost his as a result of an accident.
 - 7 He the birth of his son at Somerset House.
 - 8 Sam lives in a flat near the centre of town.
 - 9 The of the train made the windows shake.
 - 10 She has been having problems coping since her accident.

5 Replace the adjectives in bold with their opposites.

- influential • strong • huge • remarkable
 - close • exciting • similar
- 1 After the accident I noticed there was a **tiny** scratch on the car door.
 - 2 Kathy and Henry have **different** tastes in music.
 - 3 Alexander Graham Bell was a(n) **ordinary** man.
 - 4 There was a **faint** smell of perfume in the air.
 - 5 That was the most **tiresome** play I've ever seen.
 - 6 His father is a very **unimportant** person in this town.
 - 7 I like to spend my holidays with **distant** friends.

6 How are these people related to you?

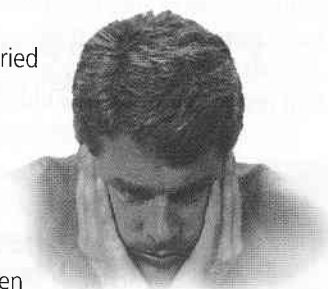
- your mother's brother and sister
.....
- your father's brother's son and daughter
.....
- your grandmother's brother and sister
.....
- your husband's mother
.....
- your mother's mother and father
.....
- your brother's son and daughter
.....

7 Underline the correct word.

- 1 She was so sad/nervous/angry about her interview that she left her purse at home.
- 2 Mum was depressed/miserable/furious when she saw what a mess we had made in the kitchen.
- 3 He was delightful/excited/interested when he found out that his favourite band was coming to town.
- 4 She is such a(n) expressive/easy-going/delighted person that nothing seems to annoy her.
- 5 Everyone was annoyed/irritated/shocked by the sound of the explosion.

8 Look at the situations below. Explain how you would feel and why, using the adjectives below.

- upset • angry • worried
- excited • irritated
- depressed • satisfied



- your purse was stolen
- your favourite aunt is ill
- your parents bought you a new car
- someone you know told everyone that you were a liar
- a colleague praised your work
- you have been stuck in traffic for an hour
- you didn't get the job you wanted

If my purse was stolen, I'd feel ... because ...

9 Match the words/phrases, then use them to complete the sentences below.

as different as	authority
by	from
dismissed	in the clouds
have one's head	chalk and cheese
leading	heart

- 1 You would never know they are twins. They are
- 2 He is Britain's on eating disorders.
- 3 I heard that Tom was his job yesterday.
- 4 Jane is a daydreamer. She always
- 5 When I was at school, we had to learn passages from Shakespeare

10 Complete the sentences with two to five words, including the words in **bold**. Do not change the meaning of the original sentence.

- 1 Shakespeare is called one of the greatest writers of all time.
known Shakespeare one of the greatest writers of all time.
- 2 He had to lose weight because of his health.
sake He had to lose weight his health.
- 3 It took him a long time to get over his illness.
from It took him a long time to his illness.
- 4 Sam doesn't want to play football any more.
interest Sam has football anymore.
- 5 Computers can get viruses from the Internet.
transmitted Many computer viruses the Internet.

11 What did people use to do/did not use to do a hundred years ago? Use the prompts and make up sentences, as in the example.

- grow their own vegetables / buy frozen vegetables
- travel by steam boat / travel by plane
- pay in cash / pay by credit card
- read books / surf the Internet
- go to the theatre / go to the cinema

A hundred years ago, people used to grow their own vegetables. They didn't use to buy frozen vegetables.

12 Circle the correct response.

- 1 A: I'm afraid I can't make it tonight, I have to study for my test tomorrow.
B: **a** That's a shame! It won't be the same without you.
b Wow! That's terrific!
c You must be very excited!
- 2 A: Guess what! I just passed my driving test!
B: **a** What a shame!
b You must be thrilled!
c That's too bad!
- 3 A: Have you heard? Sally broke her leg skiing.
B: **a** Oh no, how awful!
b That's terrific!
c She must be really pleased!

- 4 A: It's bad news I'm afraid, Jim didn't get the job.
B: **a** Wow! That's amazing!
b Oh no! That's a shame!
c He must be very excited.

Speaking

13 a. In pairs, look at the picture and complete the dialogue. Then, read the dialogue aloud.



A: Where do you think the picture was taken?

B: It was 1)

A: What does it show? Can you describe the picture to me?

B: 2)

A: How do you think the young man feels?

B: 3)

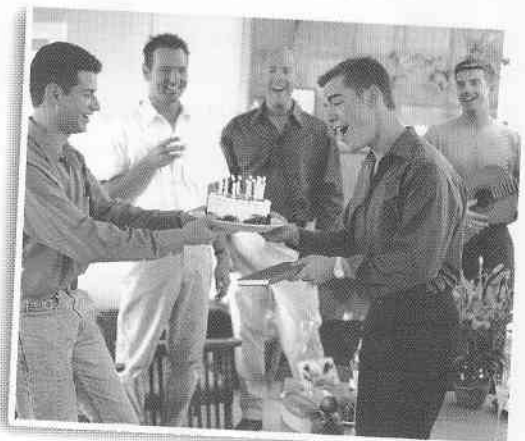
A: Do you think a degree is necessary to a successful career?

B: 4)

A: Are such ceremonies held in your country?

B: 5)

b. Look at the picture and act out a similar dialogue.



Reading

- 14 a. The people in the pictures have changed their lifestyle. What do you think they were doing before? Read and check if your guesses were correct.
- b. Read the article again and for questions 1-11, choose from the speakers A-E. The speakers may be chosen more than once. There is an example (0) at the beginning.

Which speaker(s):

moved to a new area?	0 A	1
turned a hobby into a business?	2	3
gave up financial security to work for their dream?	4	5
had to study in order to change career?	6	
prefer a slower pace of life?	7	8
is planning to expand their business?	9	
had to learn a new language?	10	
is starting to become successful?	11	

Starting all over again!

A Bill: I was an accountant at a large accounting firm in the city. I spent all my time glued to the computer screen, even at home.



That meant I rarely spent any time with my family. Then, one day it hit me that I was missing out on the truly important things in life. My kids were growing up fast and I felt I wasn't playing a large enough role in their lives. I knew that it was time to give up the rat race and

get back to basics. So, we sold our town

house and moved to a cottage in the country, where we have a small market garden. Gardening had been a hobby of mine when I was younger but when I was working, I just didn't have the time. Now I have all the time in the world. Financially, life is more difficult, but I think it's safe to say that the whole family is much happier now that we've escaped from the hectic pace of city life.

B Jean: Ever since I can remember, I've enjoyed making my own clothes. My friends were always commenting on my original designs, so I often made clothes for them as well. It never occurred to me that I could make a living at it until a friend of a friend asked me to make her wedding dress and offered to pay me. Suddenly more and more people started approaching me and asking me to make clothes for them. It soon reached the point where I was spending all my spare time at the sewing machine and my designs were bringing in more money than my job! I handed in my notice at work and rented a small shop with a flat above which I turned into my workshop. I'm happy to say that business is booming; I now employ ten people and I'm about to open a second branch!



C Ann: I used to work as a sales manager in a large department store. It was quite a good job, but not very rewarding. I knew I wanted to change my career: the trouble was, I didn't know what to do. Then my sister suggested that I become a

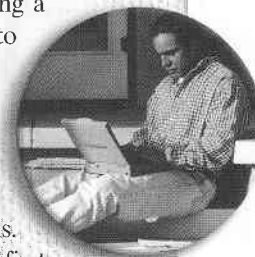


nurse, as I am good with people and I don't faint at the sight of blood! The more I thought about the idea, the more it appealed to me, so I decided to have a go at it. Of course, it meant that I had to retrain. I spent three years at nursing college, which was really hard work. I was permanently exhausted, as I had to work regular shifts on hospital wards as well as attend lectures and complete coursework. It was worth the effort, though. Now I have a job I enjoy and which makes me feel that I'm really making a difference.

D Sally: When I finished university I decided to take a year off and work abroad. It was a decision which changed my life. I got a job teaching English in Spain, so I packed my clothes, stored everything else and headed for the Mediterranean. I didn't speak a word of Spanish at first, so it took a while to settle in. The pace of life was different, too: much slower and more relaxed than in England. Most of all, though, I noticed the difference in climate and the way that affected my personality. Being under clear blue skies and a blazing sun gave me more energy than I'd ever had before. I felt positive and content. After a few months, I knew that I didn't want to leave, so I decided to settle there and sent for the rest of my belongings. I've been here for three years now; I'm fluent in Spanish and I have a tan all year round!



E Stewart: The most important lesson I've learnt in my life is that you have to take risks. If there is something you really want to do, you have to give it a try, even if it means giving up the security of receiving a monthly pay cheque. I had always wanted to write, but with all my commitments, I simply couldn't find the time. Finally, I decided to follow my dream and that meant the job had to go. It's been really hard work, but I'm managing to sell enough stories and articles to pay the bills. Now, there's a publisher interested in my first novel: *Life just couldn't be better!*



- c. Read the article again and say why each person changed his/her lifestyle. How do you feel towards their decisions?

Communication: Introductions

- 15 a. Complete the dialogue using the phrases below. Then, in pairs, read the dialogue aloud.

- Please do. • Thank you. • Please, call me Tony.
- I'd like to introduce Tony Barton.

A: Good afternoon. Please, sit down.

B: 1)

A: Before we get down to business, let me make the introductions. Lisa Edwards, 2)
..... Tony's the CEO of Barton Enterprises.

B: It's good to meet you at last, Mr Barton.

C: 3)

A: And Tony Barton, this is Lisa Edwards, senior Consultant at Unitech.

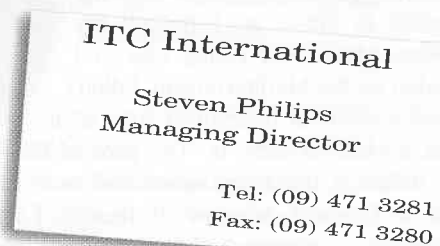
C: It's a pleasure to meet you. May I call you Lisa?

B: 4)

A: Wonderful. So, now that we all know each other, let's talk about why we are here today. Lisa, perhaps you would like to start the ball rolling.

B: Yes, thank you.

- b. Now use the business cards below to act out similar dialogues.



Listening

- 16 You will hear five people talking about their jobs. Choose which of the statements A-F refers to each speaker 1-5. There is one extra letter that you do not need to use.

- A This speaker has a business partner.
- B This speaker earns a high salary.
- C This speaker works long hours.
- D This speaker wears costumes to work.
- E This speaker helps people to lose weight.
- F This speaker is not happy with their job.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Writing a biography

Tip

When we write a short biography of a person, we divide it into **four paragraphs**. In the **introduction**, we write the person's name, date of birth (and death) and why he/she is famous or important. In the **second paragraph**, we write about his/her family background, childhood and education. In the **third paragraph**, we write about his/her career and achievements. In the **conclusion** we write our comments and feelings about the person and their work. We usually use past tenses when we write a biography, except in the conclusion, where we can use present or future forms.

- 17 Which of the points below should be included in a short biography of a famous person?

- important dates
- physical description
- people who influenced his/her life
- how other people felt about him/her
- family background
- favourite foods
- achievements
- school timetable

- Analysing a Model Text

- 18 a. Read the biography of a famous musician and put the paragraphs in the correct order.



The Quiet One

☐ George Harrison died of cancer at the age of 58. He will always be remembered as a talented musician as well as a caring and generous man who was more interested in making music than being a star.

☐ In the early 1960's, the band changed its name to The Beatles. Their first single, 'Love Me Do' was a success and 'Beatlemania' was born. In 1970, The Beatles disbanded but Harrison's solo career was only just beginning. George went on to release many songs, sometimes combining his talents with other famous musicians. He also started his own record and movie companies and was deeply involved in charity work.

☐ He was born in Liverpool, England where his father worked as a bus driver. When he was 12 years old, he met and became good friends with a boy called Paul McCartney who was a member of John Lennon's band, The Quarrymen. In 1958, George, a gifted guitar player, joined the band too.

☐ George Harrison was born in 1943 and died in 2001. He was the youngest member of a famous pop group called The Beatles. He was also well known for his song writing and guitar playing.

b. Which paragraphs include the following?

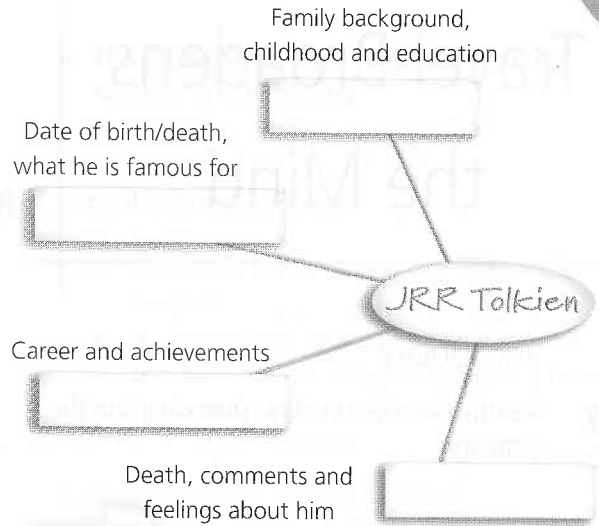
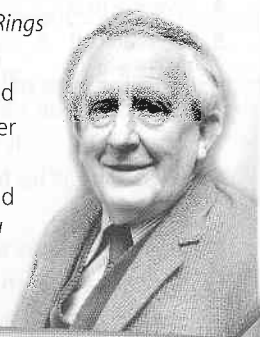
- Career and achievements
- Family background and childhood
- Name, date of birth/death, what he is famous for
- Comments/feelings about the person

• Brainstorming Ideas

19 Read the biographical information about Tolkien and then use the information to complete the spidergram.

John Ronald Reuel Tolkien

- 1892 - 1973
- famous books, *The Hobbit* and *The Lord of the Rings*
- born in South Africa
- family moved to England in 1896
- grew up in Birmingham
- studied English Language and Literature at Oxford University
- worked on the Oxford English Dictionary
- became a professor at Oxford University
- published first book *The Hobbit* in 1937
- published *The Lord of the Rings* between 1954 and 1955
- son Christopher published Tolkien's other works after his father died
- creator of a magical world in *The Hobbit* and *The Lord of the Rings*



20 Read the rubric below. Who could you write about? What information will you include?

- A popular literary magazine is going to publish a special edition of the magazine called *Twentieth Century Writers*. You have been asked to write a biography of a famous writer for the special edition.

• Making Complex Sentences

21 Join the sentences below, using the words in bold.

- 1 He was born in South Africa. His family moved back to England in 1896. **(but)**
- 2 Tolkien went to Oxford University. He studied English Language and Literature. **(where)**
- 3 He served in the British Army. He worked on the Oxford English Dictionary. **(after)**
- 4 He wrote many short stories. He is most famous for *The Lord of the Rings*. **(although)**

22 a. Use your answers in Ex. 19 to answer the questions in the plan.



Introduction

(Para 1) Who are you going to write about? When was he/she born? When did he/she die? What is he/she famous for?

Main Body

- (Para 2) Where was he/she born? Where did he/she grow up? Where did he/she go to school?
- (Para 3) What were his/her early jobs? What was his main job? What did he achieve?

Conclusion

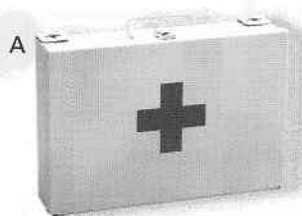
(Para 4) When did he/she die? How do you feel about the person?

b. Write your biography using the information above. (120-180 words)

Travel Broadens the Mind

Vocabulary

- 1 Identify the objects below, then complete the sentences.

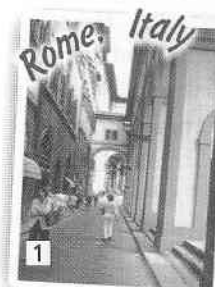


- If you take some with you when you go on holiday, you won't get bitten by insects.
- You should always keep a in the car in case of an emergency.
- Don't ever go sunbathing without and a good pair of
- When you travel abroad you must take your as identification.
- If they lose your, the airline will pay you compensation.
- When you go to a nature reserve, don't forget your so you will be able to see the animals more clearly.
- Unfortunately we forgot our, so we couldn't take any holiday snaps.

- 2 a. Match the adjectives to the nouns.

snow-capped	beaches
narrow	shops
unspoiled	ruins
expensive	souvenirs
ancient	mountains
handmade	streets

- b. Look at the pictures below. Match the items from Ex. 2a to the photographs, then make up sentences, as in the example.



narrow streets



It's exciting to walk along Rome's narrow streets.

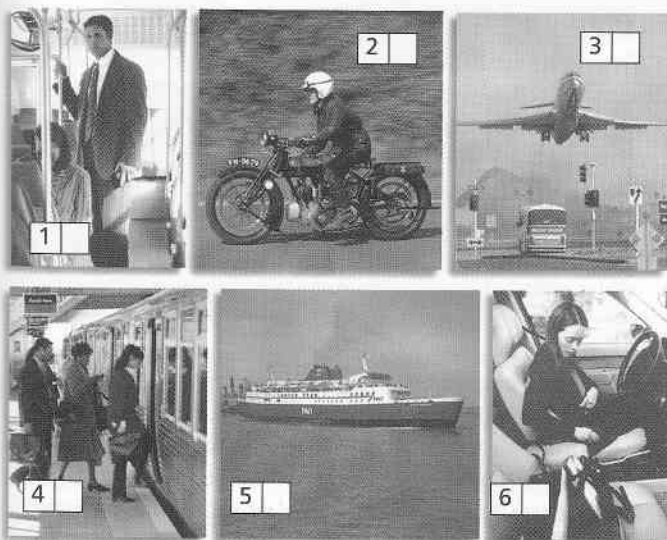
- 3 Complete the sentences with the correct words from the list below.

• restored • self-contained • conveniences
• award-winning • moors • aspiring
• handmade • wander

- He is a celebrity because he has written three novels.
- We bought a rug at the arts and crafts fair.
- Keep an eye on the children. Don't let them off.
- We live in a flat above the shop.
- Be careful! A lot of people get lost on the at night.
- We bought an old run-down Victorian house and it to its original condition.
- He spends all his free time practising the piano. He is a(n) pianist.
- Our caravan has all the: a cooker, a fridge, and even a microwave oven.

- 4 Underline the correct word(s), then match the sentences to the means of transport in the pictures below.

- a Please make sure your seat belt is **tied/fastened** during take-off and landing.
 b Don't drink and **drive/steer**.
 c Do not pull cord, except in case of a(n) **danger/emergency**.
 d Do not **talk to/look at** the driver while vehicle is in motion.
 e The **lifeboats/lifeguards** are on the upper deck.
 f It is **illegal/wrong** not to wear a helmet.



- 5 a. Read the sentences below and replace the words in **bold** with their opposites from the list.

- warmer • below • sheltered • wet
 • freezing cold • dull • heavy • clear

- 1 In the morning, northern areas will experience **cloudy** skies with temperatures around 10°C.
- 2 There may be some **light** showers in the early evening.
- 3 Further south, it should be much **cooler** with some clouds later in the day.
- 4 Temperatures are going to remain **above** freezing all day.
- 5 On Saturday we can expect it to be **boiling hot**.
- 6 To summarise, it's going to be a cool and **dry** day for most of the country.
- 7 There will be spells of **bright** sunshine throughout the day.
- 8 Temperatures in **exposed** areas will be about 2°C.

- | | | | |
|---|-------|---|-------|
| 1 | ..... | 5 | ..... |
| 2 | ..... | 6 | ..... |
| 3 | ..... | 7 | ..... |
| 4 | ..... | 8 | ..... |

- b. Use the words from Ex. 5a to talk about the weather in your country.

6 Circle the correct response.

- 1 A: Would you like to come to the cinema with us tonight?
 B: a I'm not sure. I'll let you know tomorrow.
 b I'd rather not, I'm not keen on Chinese food.
 c Thanks, I'd love to.
- 2 A: Have you got time for a coffee?
 B: a I'd love to, but I'm just going for a coffee.
 b No thanks, I only drink coffee.
 c Yes, that's a great idea!
- 3 A: That new band is playing at The Palais next Saturday night. I was wondering if you'd like to go.
 B: a That would be great. I love the ballet!
 b I don't really feel up to it. I'm a bit tired today.
 c I'd rather not. I'm not keen on pop music.
- 4 A: There's a really good play on at the theatre. Shall I buy tickets?
 B: a Sorry, I can't buy the tickets. I'm working all day.
 b That would be great!
 c I'm not sure if I can make it. I've got to buy tickets for the theatre.

7 Complete the sentences with two to five words, including the words in **bold**. Do not change the meaning of the original sentence.

- 1 I enjoy eating in expensive restaurants, buying expensive clothes and travelling first class.
finer I enjoy in life.
- 2 We stayed in a hotel that was very close to the beach.
throw We stayed in a hotel that was from the beach.
- 3 There were a lot of people we wanted to invite to our wedding.
extensive We had an for our wedding.
- 4 I wanted to try all the local dishes.
miss I didn't want to any of the local dishes.
- 5 This clay pot was made in the middle ages.
dates This clay pot the middle ages.

- 6 When I hear my children laughing, all my troubles are forgotten.
washed All my troubles
 when I hear my children laughing.
- 7 The hotel is in the central part of London.
heart The hotel is
 London.
- 8 Be sure to make full use of the hotel facilities during your stay.
advantage Be sure that you
 the hotel facilities during your stay.

8 Read the sentences. Who would say the following in a hotel: a maid (**M**)? a guest (**G**)? the hotel manager (**HM**)?

- Would you like me to make up your room now?
- Could I book a double room for next Thursday?
- I'm afraid breakfast isn't included in the price.
- Shall I change your towels?
- How do I dial room service?
- What time does the restaurant open?
- I will call someone to help you with your luggage.
- I hope you will have a very pleasant stay with us.

9 Tick the correct preposition, then make sentences using the phrases, as in the example.

	to	from	of	in	with	about
absent		✓				
sure						
situated						
hope						
know						
familiar						

She has been absent from work for five days.

Reading

- 10** a. The pictures show a new type of resort. What do you think it is? How do the pictures relate to the title of the article? Read the article and check your answers.
- b. Read the article again and choose the most suitable heading from the list A-I for each paragraph 1-7. There is one extra heading which you do not need to use. There is an example (0) at the beginning.

Paradise found?



0

F

Close your eyes and imagine the perfect beach. Soft white sand, beautiful blue sea, and the temperature a constant 30 degrees Celsius. But wait, there's more: no risk of sunburn, no insects or bugs, no sharks or jellyfish, and, at regular intervals, the best surfing waves imaginable. Too good to be true? Not anymore. Thanks to modern technology and the miracles of science, this beach really does exist and it is on the island of Kyushu in southern Japan.

1

In a resort complex called Seagaia you will find the Ocean Dome. The Ocean Dome contains, among other things, the world's largest artificial sea beside the biggest indoor beach. It is roughly the size of six football fields and has an 85-metre shoreline. The soft white sand is actually made of crushed marble chips, which won't stick to your skin, and the water is salt free and chlorinated. The temperature of the water is kept at 28°C and the air is kept at 30°C.

2

The Dome has everything you would expect to find on a big tropical island: caves, waterfalls, small islands, palm trees and that's just the beginning. There is a man-made volcano that erupts at regular intervals, waterslides, a wave pool and even a virtual reality raft ride where passengers are tossed, shaken and splashed with water.

3

There is plenty to do for the whole family in Seagaia and, if you want a break from the beach, you can visit the 'Lost World' rainforest. This is a Jurassic Park style jungle full of artificial creatures and holographic pirates. There is also a beach carnival held every afternoon with dancers and musicians dressed in colourful Caribbean costumes and in the evening there is a spectacular show put on by aquatic dancers.

4

In Seagaia you don't even have to carry any money with you. Visitors pay an admission fee at the entrance and are given colour coded barcode tags, which they use instead of cash. This type of holiday is wonderful for anyone who enjoys lying on the 'beach' or swimming in the 'sea' without having to check the weather forecast



- A Rejecting Reality E Not-so-Natural Wonders
 B Nothing to Worry About F A Dream Come True
 C Entertainment and Adventure G An Island Paradise
 D A Perfect Pretend Place H Do You Prefer Perfection?
 I Fantastic Facilities

first. In fact, many Japanese businessmen and office workers come here just to relax and unwind after a hard week's work.

5

Naturally, no island holiday is complete without luxury hotels, boutiques and a wide variety of restaurants with everything from fine dining to fast food, and Seagaia has them all. There are even several theatres, golf courses and tennis courts. The Ocean Dome feels so real that visitors to the resort still use suntan lotion and wear sunhats even though the 'sunlight' is artificial and harmless.

6

The Dome itself actually has a roof that opens but it is only used when the weather outside is at the same temperature as the weather inside the dome. It is also quite ironic that the Ocean Dome was built only 300 metres away from the real ocean. Strangely enough, the real beach is usually quite empty even on hot and sunny days because holidaymakers seem to prefer the safety, comfort and predictability of the artificial beach.

7

Nowadays, theme parks are springing up everywhere and it looks like virtual reality holidays are going to be the way of the future. After all, they are cleaner, safer and far more convenient than real holidays. However, can we really compare the experience of sitting on an artificial beach with man-made sand under a fake sun to a day on a real beach? Where is the challenge in surfing man-made waves when you know exactly how big they are going to get and exactly when they are going to appear? More importantly, where is the fun in coming back from a seaside holiday without tan lines?

Listening

11 You will hear people talking in five different situations. For questions 1–5, choose the best answer, A B, or C.

- Listen to Joan telling Pam about her holiday. Why didn't she and her husband enjoy themselves?
 A Someone hit her husband.
 B Her husband was ill.
 C The food was terrible.
- You are at the airport when you hear this conversation between a member of staff and a passenger. What is the woman's problem?
 A She caught the wrong plane.
 B She can't find her handbag.
 C She has lost her luggage.
- You overhear a man talking to his friend. Why did the man miss his train?
 A The departure times had been changed.
 B His watch was wrong.
 C The station was very busy.
- You are in a hotel when you hear this conversation between a man and the receptionist. What is the problem?
 A His room is not ready yet.
 B The hotel is full.
 C The hotel has double-booked his room.
- You hear a woman describing her holiday to a friend. What does she complain about?
 A Her hotel room
 B The bad weather
 C The food in the hotel

Communication: Buying Stamps

12 a. Match column A to column B, then in pairs act out the dialogue.

- | A | B |
|------------------------------------------------------|--------------------------------------------------|
| 1 Excuse me, Do you sell stamps? | a That'll be four dollars, please. |
| 2 Oh, well I want to send some postcards to England. | b You're welcome. Have a nice day. |
| 3 Let me see ... Ten, I think. | c How many do you need? |
| 4 Oh, I've only got a twenty-dollar bill. | d No problem. I've got plenty of change. |
| 5 Thank you very much. | e That's sixteen dollars for you and ten stamps. |
| | f Yes, we do. Where are they for? |

- b. Now use the prompts to act out similar dialogues.



- America / Five / Two pounds / A ten pound note
- Australia / Eight / Three pounds / A fifty pound note

Speaking

- 13 a. Look at the picture and complete the dialogue.



- A: What's the problem?
 B: It seems to me that 1)
 A: Where are they going?
 B: They 2)
 A: How are they related?
 B: I think they 3)
 A: Where do you think they are?
 B: Somewhere 4)
 A: What time of the year is it?
 B: It's 5)
 A: How do you know?
 B: 6)

 A: What do you think they are going to do?
 B: Well, 7)

 A: What would you do in a similar situation?
 B: 8)

- b. Look at the pictures and in pairs act out a similar dialogue.



Writing an article describing a festival we attended

Tip

When we write an article describing a festival, event or celebration we attended, we usually write four paragraphs. In the **introduction** we include general information about the event such as its name, where and when it is held and what the celebration is for. In the **second paragraph** we write about the preparations for the event. In the **third paragraph** we describe the actual event itself. In the **conclusion**, we write our impressions, reactions and recommendations. We usually use present tenses to write about something that happens every year or continues for some time and past tenses to describe our actual experiences at the event. We use adjectives to make our description more interesting. We can also use the passive when the activity is more important than the agent.

• Topic Sentences

- 14 a. Read the article and fill in the blanks with the correct topic sentence from the list below.
- A The preparations take months.
 - B The festival was fun, entertaining and educational.
 - C The Milwaukee Native American Indian Festival is truly an amazing event.
 - D The celebrations began at 4pm and there was plenty to see and do.

INDIAN FESTIVAL

☐ For three days in September every year, thousands gather in Milwaukee, USA, to celebrate Indian culture. Last year, I was lucky enough to attend the festival and experience it for myself.

☐ Dance teams from all over the country practise to compete in the tribal Pow Wow dance contest. Indian craftsmen work to produce the many traditional items on display. Then, in the week before the festival, the stalls are put up and the food is prepared, so that everything will be ready for the big day.

☐ I visited a traditional Indian village, watched skilled craftsmen carve totem poles, and even learned how to do tribal Indian dancing. It was also a great opportunity to sample some traditional native dishes, like corn bread and buffalo burgers.

☐ It was a wonderful way to learn about Native American culture and celebrate the end of summer.



17

- a. Use the adjectives in the list to define the nouns that follow. Some adjectives can be used more than once.

• spicy • colourful • spectacular • loud
• mouth-watering • classical • local • traditional
• lively • handmade • cultural • delicious • annual

..... festival
..... food
..... costumes
..... music

- b. Complete the paragraphs with adjectives from Ex. 17a.

The Chindo Festival is a(n) 1) festival held every year in spring. The local people wear 2) costumes and perform folk dances and music. They eat 3) Korean food and have a great time.



- b. What did the writer think of the festival? How do you know? Underline the words/phrases which show the writer's opinion.

- c. What tenses does the writer use? Why?

Paragraph Planning

- 15 a. Below is the plan for a festival description. Match the paragraphs to the information.

Paragraphs	Information
Para 1	A Description of the actual event
Para 2	B Impressions and recommendations
Para 3	C Name of festival, where/when/why it takes place
Para 4	D Preparations for festival

- b. Read the article again and make notes for each paragraph. Then, talk about the Milwaukee Native American Indian Festival.

- 16 Rewrite the following paragraph, putting the verbs in bold in the passive. Which paragraph from the plan in Ex. 15 is it?

International Festival OF LOUISIANA

People in the city of Lafayette, Louisiana **enjoy** this amazing cultural festival every year. They have **held** the festival at the end of April annually since 1986. Most people **know** it by its French name, Festival International de Louisiane, because the festival **celebrates** the French speaking culture and history of Southwest Louisiana. The organisers **invite** musicians from France, the Caribbean, Africa and the Americas to perform outdoor concerts all around Lafayette. People also **set up** stalls selling food and arts and crafts all over the city during the week-long celebrations.



B

The Venice Carnival is a(n) 4) festival which lasts for ten days in winter every year. People wear 5) masks and parade through the streets. There are lots of 6) concerts and balls to attend.

The people of Rotterdam, Holland, hold a(n) 7) summer festival. There is lots of 8) music and the people put on 9) costumes and dance in the streets and squares of the city.



C

- 18 a. Read the rubric below and then answer the questions in the plan.

- A travel magazine is going to publish a special feature on festivals and has asked its readers to send in articles describing a festival they have attended which is important in their country.

plan

Introduction

(Para 1) What is the festival called? Where/When/Why does it take place?

Main Body

(Para 2) What preparations take place?

(Para 3) What actually happens at the festival?

Conclusion

(Para 4) What are your impressions, feelings, recommendations?

- b. Write your article in 120-180 words. You can use the article in Ex. 14a as a model.

Earth is Dearer than Gold

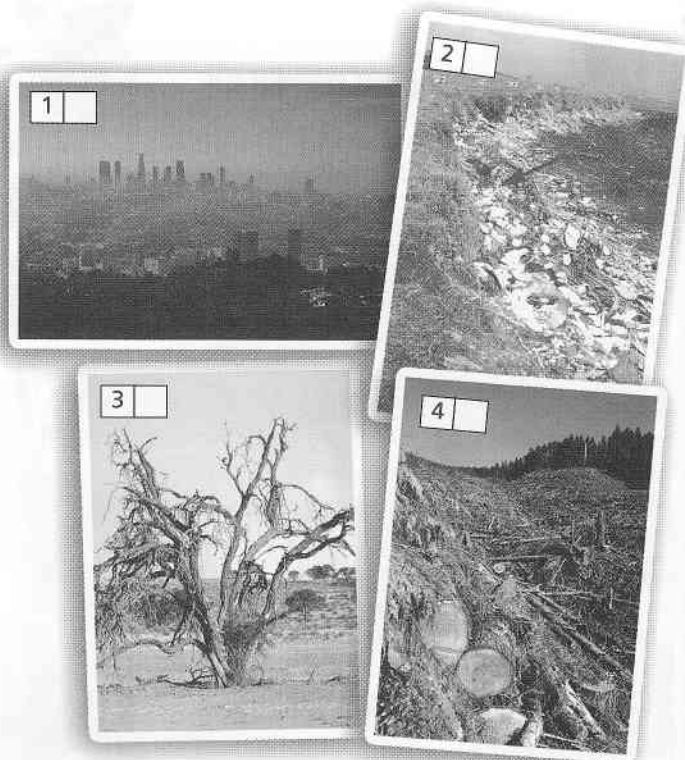
Vocabulary

- 1 Match the words in A and B to form compound nouns, then use them to complete the sentences below.

<p>A</p> <p>global acid</p> <p>fossil solar</p> <p>energy endangered</p> <p>ozone oil</p>	<p>B</p> <p>fuels species</p> <p>spills crisis</p> <p>rain power</p> <p>warming layer</p>
-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

- 1 is causing a rise in ocean levels.
- 2 Aerosol sprays are helping to destroy the
- 3 We must find alternative sources of power to avoid a(n)
- 4 damages our lakes, rivers and forests as well as our buildings.
- 5 Energy from the sun can be used to produce
- 6 pollute our seas and beaches and kill many sea creatures.
- 7 Unfortunately, whales have become a(n)
- 8 We are running out of, so we have to start using other sources of power.

- 2 Match the headlines (A-D) to the pictures (1-4).



- b. Which of the problems below do the headlines and pictures refer to?

- air pollution • deforestation • drought
- water pollution

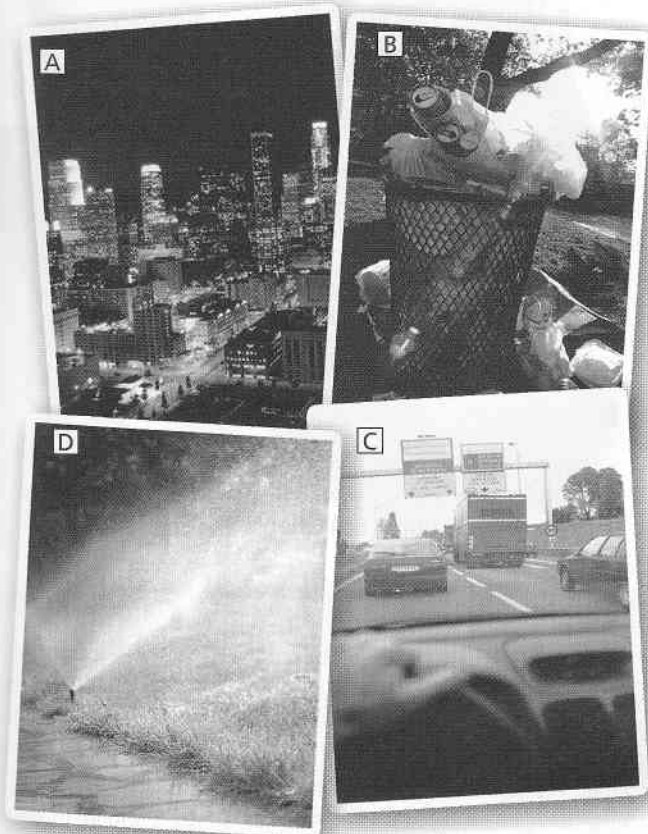
- c. Which of the following should we do to fight air pollution? Can you add ideas of your own?

- use public transport more often
- fine companies polluting the air
- reuse and recycle
- stop producing and using CFC's
- develop clean energy cars
- use renewable sources of energy
- conserve energy at home and at work

- 3 Underline the correct word.

- 1 Solar batteries can capture and renew/store the sun's energy.
- 2 Nuclear energy/power stations are considered dangerous by many people.
- 3 So many people are switching to organic food that it is very difficult for the public/supply to meet the demand/need.
- 4 We will soon run out of fossil fuels so we must find newer/alternative forms of energy.
- 5 Wind twirlings/turbines do not disturb cattle, so wind farms provide good grazing/hunting grounds.
- 6 Hydroelectric power plants/farms must take care not to flood the neighbourhood/surrounding area.
- 7 If we don't start using reusable/renewable forms of energy soon, the price of fuel is going to go up/sky high.

- 4 a. What can we do to become more environmentally aware? Use the list of **Dos** and **Don'ts** to make up sentences, then match them to the pictures.



Dos

- separate and recycle rubbish
- use a hand-held hose
- take public transport
- switch off lights when leaving a room

Don'ts

- put all rubbish in the same bin
- leave sprinklers on all day
- use car every day
- leave the lights on all the time

We shouldn't put all the rubbish in the same bin. We should separate and recycle it. (picture B)

- b. In pairs, suggest other ways to help the environment.

5 Circle the correct response.

- 1 A: Are you busy tonight, Bob?
B: a If you really want to.
b I don't think so. Why?
c Do you think that's a good idea?
- 2 A: Can I talk to you for a moment, please?
B: a That's too bad.
b Not at all.
c Yes, I suppose so.
- 3 A: What's the matter?
B: a I'm fed up.
b I'd love to.
c That's too bad.

- 4 A: Do you think you could be more careful in future?
B: a Of course. Sorry about that.
b I've had enough.
c I should think so, too.
- 5 A: How about starting a clean-up campaign?
B: a I'd love to go.
b That's not a bad idea.
c Right then.
- 6 A: Thank you very much.
B: a Why not?
b Alright.
c Not at all.

6 Match the words in Column A to those in Column B, then use the phrases to complete the sentences below.

A	B
the lion's	off to
have butterflies	in her stomach
take the bull	heart
take my hat	share
lose	by the horns

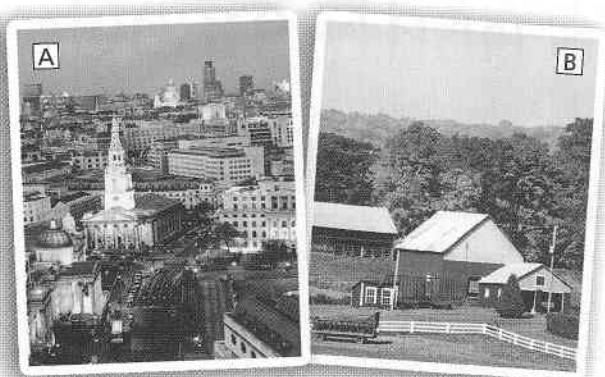
- 1 John decided to and ask his boss for a pay rise.
- 2 I really Cathy. She has made the garden look beautiful.
- 3 The explorers didn't, even when their food supplies ran out.
- 4 Sarah was so nervous that she before her interview.
- 5 Ann worked very hard on the project so she should get of the bonus money.

7 Tick the correct preposition, then make sentences using the phrases, as in the example.

	to	of	at	with	from
grateful	✓				
guilty					
hopeless					
in need					
contribute					
provide sb					
capable					
protect sth/sb					

She was grateful to her teacher for his guidance and patience.

- 8 Look at the pictures and use the prompts to compare and contrast them.



- busy/quiet
- healthy/unhealthy
- clean/dirty
- stressful/relaxing
- noisy/peaceful
- safe/dangerous

Useful Vocabulary

They both ... / There are ... in both of them.
Picture A ... whereas / however, picture B ...

Picture A shows a **busy** town whereas ...

Speaking

- 9 a. Look at the picture and in pairs, complete the dialogue.



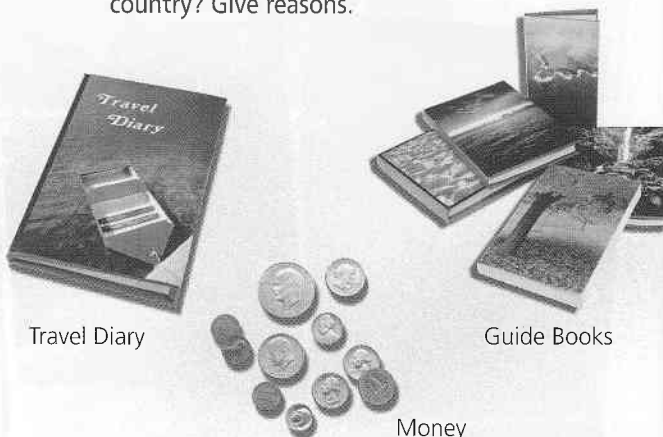
- A: What do you think the picture shows?
B: 1)?
A: Where do you 2)?
B: Central America.
A: How does the picture make you feel?
B: Well, 3)?
A: Why do you think this is happening?
B: It might 4)?
A: What do you think needs to be done?
B: I think 5)?

- b. In pairs, act out similar dialogues about the pictures below.



Reading

- 10 a. Look at the pictures. Which of these should you find out about before you visit a foreign country? Give reasons.



- b. You are going to read an article about tourism. For questions (1-7), choose the correct answer A, B, C or D.

Travel Wise

Many of us look forward to our summer holidays all year. We can't wait to get away from our everyday lives, to visit new places, try new things, or just to relax and lie in the sun. But how many of us think about the effect our holidays have on the places we visit?

Although tourism has many benefits, such as bringing extra money into the local economy, there are also negative effects. Tourism can do all sorts of damage to the environment, the culture and the people of a country, especially in places which aren't prepared for large numbers of holidaymakers. In recent years there has been a large increase in the number of independent travellers who want to get off the beaten track, and this has meant that many remote destinations are having to adjust to new visitors.

It certainly isn't all bad news though. The last few years have also seen a huge increase in 'eco-tourism'. This is 17 tourism where holidaymakers try to have a positive effect on the people and places that they visit. If you are really committed to this idea, then you can spend your holidays helping out on an organic farm in Britain, or taking part in conservation projects in Africa or the Amazon rainforest. Don't worry, though, if this doesn't sound like your idea of a holiday. Wherever you go and whatever you want to do, there are still ways to make sure that you have the best possible impact on your holiday destination.

If you are heading off to a place for the first time, it is an excellent idea to find out as much about it as you can. A guidebook is a great place to start. As well as learning about the local places of interest, you can read about the way you will be expected to behave and dress. This can save you from making embarrassing mistakes and means that you are less likely to upset or offend your hosts. Don't stop at the guidebook, though. If you can, listen to some music or



Festivals



History



Music



Traditional Dishes

read some literature from your chosen destination. Knowing a little about the place that you are visiting before you leave can make your holiday much more enjoyable when you arrive.

It is also important to think about how you spend your money when you are on holiday. Whenever you can, try to put it into the local people's hands. You can do this by eating and drinking local products rather than imported brands, staying in locally owned accommodation and using local guides. In some parts of the world, you might be relatively well off compared to the local population. Even in places where you are expected to haggle or bargain, you should always pay a fair price for things. Remember that what might be a very small amount of money to you, can make a big difference to some people.

Another important thing for the eco-tourist is to have as little effect on the local environment as possible. This is easy to do if you follow some common-sense advice. Don't leave litter lying around and use biodegradable products whenever possible. If resources like water or fuel are in short supply, then use as little of these as you can, and of course you should never buy products made from rare plants or endangered animals. If you are lucky enough to visit a truly exotic destination such as a coral reef, remote mountain or desert region, or a rainforest then you should try to leave it exactly as you found it, so that future visitors can enjoy it just as you did.

Eco-tourism organisations say that respecting the culture and environment of the places that you visit will lead to much more rewarding and enjoyable holidays. If we try to encourage the local economy, leave the environment undamaged and are aware of the different laws and attitudes in the places we visit, then all of us can enjoy our 'eco-holidays' much better now and in the future. With more and more of us planning holidays in new locations every year, we should all do our bit to make sure that we are always welcome wherever we go.

1 Tourism does the most damage in countries

- A where there has been an increase in eco-tourism.
- B which aren't ready for a lot of tourists.
- C where there are a lot of people travelling on their own.
- D which have a strong local economy.

2 What is meant by 'eco-tourism' in line 17?

- A Helping out on organic farms.
- B Helping to conserve the rainforests.
- C Having a positive effect on the environment.
- D Helping places to get used to new visitors.

3 What should you do before you take your eco-holidays?

- A Buy a guidebook.
- B Learn how to dress.
- C Find out about the local attractions.
- D Learn about your destination.

4 How can a tourist help the economy of a country?

- A Bargain for everything they buy.
- B Buy the goods and services provided by the local people.
- C Pay a fair price for everything.
- D Buy expensive imported brands.

5 What is meant by 'can make a big difference to some people' in lines 48 and 49?

- A You can change their lives.
- B You can help to preserve their local environment.
- C You can help them to have a better life.
- D You can be fair.

6 What do eco-tourist organisations say about tourism?

- A If we show consideration for the place and people, we will have a more satisfying holiday.
- B If we visit unusual places, we should leave them just as we found them.
- C If we have a holiday in a new place, we should make sure we will be welcome there.
- D If we visit a foreign country, we should try to support the local economy.

7 The writer's attitude to eco-tourism is

- A hopeful.
- B disappointing.
- C interesting.
- D supportive.

c. What was the writer's purpose? How much do you agree with his/her points?

Listening

- 11 You will hear information about five events. For questions 1–5, decide which event A–F is taking place on each day. Use each event only once. There is one event which you do not need to use.

A You can plant trees.	1 <input type="checkbox"/> Monday
B You can clean up a local lake.	2 <input type="checkbox"/> Tuesday
C You can help collect rubbish.	3 <input type="checkbox"/> Wednesday
D You can cycle everywhere.	4 <input type="checkbox"/> Thursday
E You can visit a recycling plant.	5 <input type="checkbox"/> Friday
F You can learn how to be energy efficient.	

Communication:

Reporting a missing animal

- 12 a. Match the exchanges, then in pairs, read the dialogue aloud.

A

- 1 ☐ Can I help you, madam?
- 2 ☐ Oh dear. What kind of dog is it?
- 3 ☐ I see. Has she ever gone missing before?
- 4 ☐ Now, let me make a note of your details.
- 5 ☐ Was she wearing a collar?
- 6 ☐ Can I have your name and telephone please?
- 7 ☐ Don't get upset Mrs Brown, I'm sure we'll find her.

B

- a No, I'm very worried.
- b Yes, she's got a red one with her name and address on it.
- c Yes, Sheila Brown. And my telephone number is 2296788.
- d Erm ... yes. I'm afraid my dog has gone missing.
- e Oh, thank you.
- f She's a Labrador. She's got golden fur and big brown eyes.
- g Thank you.

- b. Now use the prompts to act out similar dialogues.



tabby - brown and black - green eyes / blue collar - name and phone number



poodle - white - brown eyes / brown collar - address and phone number

Complaining

- 13 a. Fill in the gaps with the sentences below, then in pairs, read the dialogue aloud.

- Sorry to have been a nuisance.
- Oh, I am sorry.
- You are, as a matter of fact.
- Is anything the matter?

A: Hello, John. Could I have a quick word with you, please?

B: Sure. 1)

A: Well, actually, I've been meaning to speak to you about the noise from your house.

B: Noise? Are we being too loud?

A: Well, yes. 2)

We've been having trouble sleeping.

B: 3) I didn't realise you could hear anything.

A: It's the music you play late at night that's the problem.

B: Oh, OK. We'll try to keep it down. 4)

A: Don't worry about it. Thanks, John.

- b. Now use the prompts to act out similar dialogues.



Gary / noise - motorbike / wakes me up every morning / a problem with engine / get fixed



Susan / noise - kids / can't hear ourselves think / shouting and screaming / tell be quiet

Writing an informal letter of advice

TIP

When we write an informal letter of advice, we usually write four paragraphs. In the **introduction** we express sympathy and say that we understand the problem or that we think we can help. In the **main body** (Paras 2–3), we make suggestions and give our reasons. We write each suggestion in a separate paragraph. In the **conclusion**, we write our closing remarks, and sign off.

- 14 a. Read the letter of advice below and underline the correct verb. Then answer the questions below.



Dear Fiona,

I am so glad to hear that you 1) **have decided/have been deciding** to move to London. It'll be great to have a friend from home living here. We'll be able to do things together like we 2) **would/used to**. In your letter you 3) **asked/were asking** me to give you some advice about finding a flat; here are some suggestions.

If I were you, I would start by 4) **checks/checking** the classified advertisements in the London papers. For example, the 'Daily Mail' and the 'Evening Standard' have large sections with houses and flats for rent. That way, you will be able to see what is available for rent at the moment.

Another good idea is to contact an estate agent. Goldshmidt and Howland 5) **have/are having** offices all over London. That way you can get a list of all the places in the area you want at a price you can afford.

I hope this 6) **helps/is helping**. Please let me know how things turn out. If you need anything else, please call.

Love,
Mandy

- 1 What is the style of the letter? Why?
- 2 What are the suggestions (and reasons) given?
- 3 What advice would you give to Fiona?

- b. Read the letter again and fill in the reasons.

Suggestion	Reason
check classified advertisements
contact an estate agent

- 15 Use the expressions in the box to give advice in the following situations.

- Your friend has lost his/her wallet/purse.
- Your friend wants to go abroad for the first time.
- Your friend lost his/her passport.

Have you ever thought of ... / If I were you ... /
Another good idea is ... / Why don't you ... / The
best thing you can do ... / This would mean that ... /
That way ... / If you do this ... / As a result ... / For
example ...

- 16 Match the suggestions to the correct reasons. Then, make complete sentences, as in the example.

Suggestions

- 1 ☐ buy a toy bone for it
- 2 ☐ take it for a long walk every morning and evening
- 3 ☐ move into a house with a garden
- 4 ☐ take it to Dog Obedience School

Reasons

- a leave your puppy outside during the day
- b it won't want to run around so much during the day
- c you won't have to train it yourself
- d it won't chew your furniture or shoes

1 - d If I were you, I'd buy a toy bone for it. That way it won't chew your furniture or shoes.

- 17 a. Read the rubric below and then answer the questions in the plan.

Your friend has just written you a letter asking for advice. Read the extract from the letter below, then write a letter of advice to your friend.

How are you? I'm sorry I haven't written for so long but since I started my new job I've been very busy. Actually, I'm writing because I need your advice. We have just got a puppy and I'm very worried about leaving it alone all day in the flat. I know that you used to have a dog and I was hoping you could give me some tips.



Introduction

Dear + your friend's first name

(Para 1) What is the problem? Can you help?

Main Body

(Para 2) What is your first suggestion? What is the reason?

(Para 3) What is your second suggestion? What is the reason?

Conclusion

(Para 4) How can you encourage your friend?

Love/Good luck, etc

Your first name

- b. Use your answers to write your letter. You can use the letter in Ex. 14a as a model.

Early to Bed ...

Vocabulary

- 1 a. Look at the pictures. What is the problem with each person?



Little Billy is suffering from (an) earache.

- b. What do you think each person should do? Choose from the prompts.

- taken to the doctor • stay in bed
- put a plaster on • take an aspirin
- lie down and rest • put an ice-pack on it

If Billy's got an earache, he should be taken to the doctor.

- 2 What are the following used for? Use the prompts to make up sentences, as in the example.

- take temperature • listen to chest • weigh
- give injections



scales



stethoscope



syringe



thermometer

Scales are used to weigh ourselves.

- 3 Match the verbs in Column A to the words/phrases in Column B. Then use the completed phrases to talk about your daily routine.

A

go
take
wash
brush
get
eat
do
watch
meet

B

my hair/my face
my teeth
the bus
to bed
breakfast/lunch/dinner
to work/school
my friends
TV/a video
my homework

I usually wake up at First, I wash my ...

- 4 Fill in the correct word.

- optimistic • ambitious • sociable • sensitive
- cheerful • easy-going • reliable • impatient

- Wendy is always smiling; she's such a person.
- Sally never complains about anything. She is very
- Tom is a very person. He goes out with friends almost every day.
- Steve always looks on the bright side. He is very
- You can trust Tony to do anything. He is extremely
- Carol gets upset very easily. I think she is a bit too
- Greg wants to be general manager of the company one day. He's a very man.
- Janet is so She hates waiting in queues.

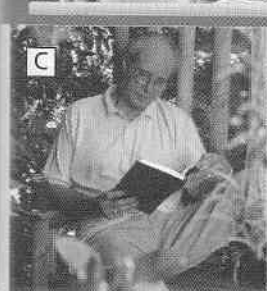
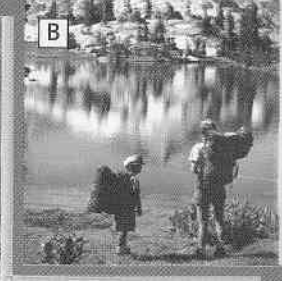
- 5 Complete the sentences with the correct words from the list.

- hurts • pain • bruise • aches • suffers • injury

- The doctor said that John's was not serious.
- I hit my hand on the desk. It really
- I have got a in my chest. I think I should see a doctor.
- Sandra from hay fever every summer.
- My head Have you got any tablets?
- Andrew had a big purple on his knee after he fell off his bike.

6 Read the sentences and match them with the pictures. Then guess the hobbies.

- 1 ☐ I love watching things grow.
- 2 ☐ I feel great when I'm out on the water.
- 3 ☐ I buy all the latest bestsellers.
- 4 ☐ Getting out into nature is very relaxing.
- 5 ☐ I rarely catch anything!
- 6 ☐ I love trying new recipes.



7 Circle the correct response.

- 1 A: This new diet is amazing, I've lost 5 kilos already.
B: a That's great!
b Are you?
c That's not fair!
- 2 A: I think I'm coming down with the flu.
B: a That sounds interesting.
b Really? Have you got a temperature?
c I don't know what to do!
- 3 A: I would love to live in Alaska.
B: a Really? Why?
b I don't understand!
c That's good.
- 4 A: You missed a great party last night.
B: a What makes you think that?
b What happened next?
c Really? Tell me all about it.

- 5 A: I've decided to stop drinking coffee.
B: a Have you? Why?
b Oh no!
c Did you? That's great.
- 6 A: Oh no! The photocopier is broken again!
B: a I don't believe it!
b It's so unfair!
c What did I do?
- 7 A: We don't know what to get Ben for his birthday.
B: a Oh, forget it!
b Really? Is he having a party?
c Why don't you ask his wife?
- 8 A: I've just bought a new car.
B: a I don't believe it! I thought you were broke!
b That's a complete waste of time!
c Really? Would you like that?
- 9 A: The boss wants to see you in his office.
B: a That sounds interesting.
b It's a complete waste of time.
c Oh no! What did I do?

8 Complete the sentences below with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 I ate my lunch too fast and now I've got a stomach ache.
indigestion I'm
because I ate my lunch too fast.
- 2 Accidents just seem to happen to him, so I'm not surprised he's in hospital.
prone He's really, so
I'm not surprised he's in hospital.
- 3 Watching documentaries about endangered animals always makes me feel sad.
depressed I always
..... watch documentaries about
endangered animals.
- 4 Simon was late for work because there was a train strike.
account Simon was late
..... a train strike.
- 5 Ann likes chocolate a lot.
fond Ann
chocolate.
- 6 He did not intend to leave before he finished the report.
intention He
before he finished the report.
- 7 You should stop smoking.
give You
smoking.
- 8 Stan didn't do what he had promised to do.
went Stan
word.

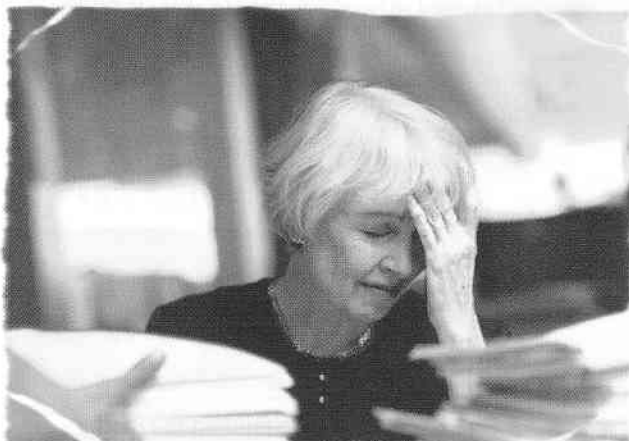
9 Match the following, then complete the sentences.

muscle	sickness
nose	pain
travel	headache
heart	poisoning
splitting	bleed
sore	disease
high	throat
food	temperature

- 1 He was very worried about taking the ferry to France because he always suffers from on boats and planes.
- 2 The doctor said my dad was at risk of, so he should eat a healthier diet and get more exercise.
- 3 You have got a very You should stay in bed today.
- 4 After overdoing it at the gym, Steve was suffering from in his lower back.
- 5 Zoe had a really bad case of after eating that seafood.
- 6 Martin was hit in the face by a tennis ball. Luckily he wasn't seriously hurt but he had a slight
- 7 I didn't go to work yesterday because I had a really and had lost my voice.
- 8 Fred wants us to turn the music down because he's got a

Speaking

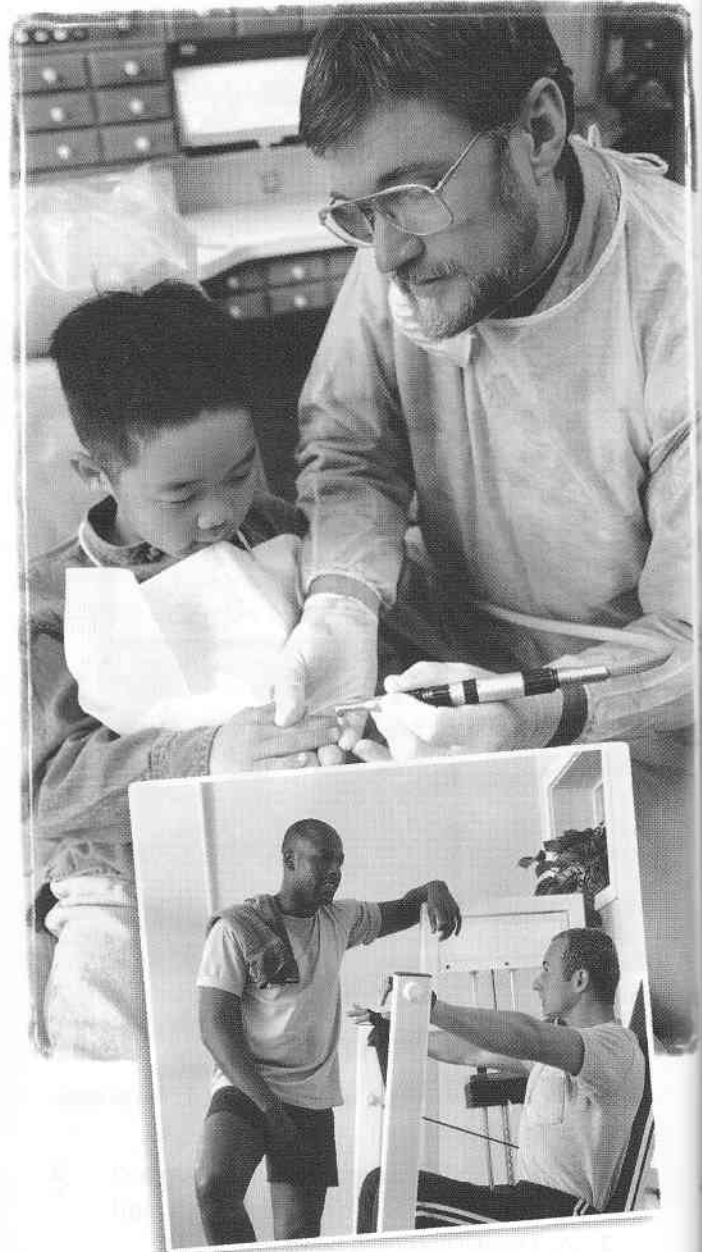
10 a. Look at the picture and complete the dialogue.



- A: Where's the woman?
 B: She seems 1)
 A: What's wrong with her?
 B: I'm not sure. She could 2)
 A: What advice would you give her?

- B: Well, 3)
 A: Have you ever experienced a similar situation?
 B: 4)
 A: What did you do?
 B: 5)

b. In pairs, act out similar dialogues for the pictures below.



Reading

- 11 a. Look at the picture. Where do you think the young boy is? What is wrong with him? Read the article to find out.
- b. Read the article again. Seven sentences have been removed from the article. Choose from the sentences A-I the one which best fits each gap 1-7. There is one sentence which you do not need to use. There is an example (0) at the beginning.

Living Out Loud

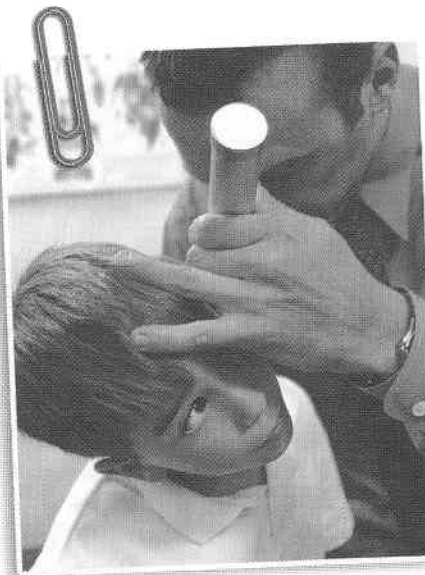
Timothy Stevens has lived most of his life in a silent world. Until six months ago, he had never heard his mother's voice, never listened to music and never heard the sound of birds singing or the laughter of his playmates.

0 H His mother, Sandra, knew that something was wrong with her baby son, because he did not have the same reactions as other babies. "If I didn't look into Tim's eyes, he didn't seem to know I was there," she says.

When he was eight months old, Sandra took Timothy to the hospital and explained why she was worried. The doctors carried out hearing tests and decided that Timothy must be a little backward. **1**

Sandra insisted that the hospital should send Timothy to a specialist for more tests. Unfortunately, it was a long time before a specialist would see him. Finally, when he was almost two years old, Timothy and his mother went to a children's hospital in Manchester where the staff had plenty of experience in dealing with deaf children.

2 At last, someone believed her when she told them that her son was deaf. "Doctors often think that mothers worry too much about their



children and that they always think the worst," she smiles. "I knew I was right about Tim, but it took almost two years before the doctors would agree with me."

However, even Sandra had not imagined that Timothy's condition could be as serious as it was.

3 Doctors told Sandra that there was no chance that his hearing would ever improve.

Sandra was shocked to learn that the only hope for Timothy was to have a bionic implant.

4 The electrodes would send electric signals to his brain, which would allow him to hear them as sounds.

The implant would not allow Timothy to hear perfectly, but it would be the only way for him to ever have a chance of overcoming his deafness. After checking that there was no serious risk involved, Sandra put Timothy's name on the waiting list for the operation.

Because he was so young, the doctors decided that Timothy should be given the implant as soon as possible.

5

"I have to admit, I was very worried," says Sandra, "but only hours after he came out of theatre, he was playing with the other children on the ward and I knew he was going to be fine! I couldn't wait to find out whether or not the operation had been successful."

The moment of truth came on Timothy's third birthday, when the doctors switched on the implant for the very first time. Timothy played with toys in the doctor's surgery while a speech therapist played different sounds and checked his reactions. When Sandra said, "Hello Timothy," and he looked into her eyes, she cried tears of happiness.

Timothy is now enjoying a life full of sound. **6** He is also attending the local nursery school where he likes nothing more than to make as much noise as possible as he plays with his friends.

Timothy celebrated his fourth birthday last week.

7 "He is driving me mad with the noise he makes," laughs Sandra, "and that's something I never imagined I would complain about! For me, though, the greatest gift of all is to hear my son talking and to know that he can hear me when I speak to him."

- A He has already learnt several words and phrases which allow him to communicate with his mother.
- B His presents included a variety of musical instruments which he loves to play with.
- C Sandra was relieved to find people who would listen to her.
- D A full examination showed that Timothy was completely deaf.
- E However, Sandra knew that the problem was more serious than that.
- F Timothy is only able to communicate by using sign language.

- G Three months before his third birthday, he went into hospital to have the operation that would change his life.
- H Timothy was born deaf.
- I This would mean having an operation to put a special receiver in Timothy's head, with electrodes connected to the nerves in his ears.

c. Answer the questions.

- 1 Where could you read such an article?
- 2 What do you think the writer's purpose was?
- 3 Can you suggest an alternative title for the article?

Listening

- 12** You are going to listen to a radio interview about robot surgeons. For questions 1-7, mark the sentences as **T**(true) or **F**(false).

- 1 There are robot surgeons in all hospitals.
- 2 Doctors operate by remote control.
- 3 Computers carry out very precise movements.
- 4 The robots look like cranes.
- 5 A camera takes photographs of the patient.
- 6 Robots carry out all kinds of operations.
- 7 Doctors will have to learn many new things.

Communication: Making an appointment

- 13** a. Fill in the missing phrases, then in pairs, read the dialogue aloud.

- What's your name and address, please
- Please let us know if you decide to cancel
- Book me in for Wednesday
- I'd like to make an appointment



Receptionist: Hello. Central Clinic. Can I help you?

Patient: Yes, 1) to see Dr Evans, please.

Receptionist: Wednesday at 10am is the first appointment available. Otherwise, there is next Monday at noon.

Patient: The sooner the better, please. 2) if this is possible.

Receptionist: 3)?

Patient: Maggie Smith; 42 Knowle Avenue.

Receptionist: Right. See you on Wednesday, at 10am. 4) the appointment.

Patient: I will. Thank you very much.

- b. Now use the prompts to act out similar dialogues.

- Dr Barret / Tuesday 4pm – next Friday 9am
- Dr Sandford / Thursday 2pm – next Wednesday 11am

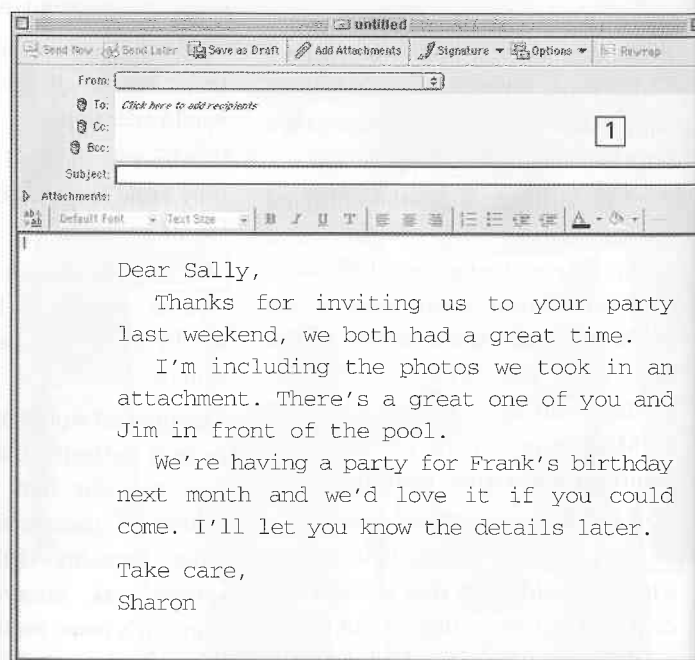
Writing memos, e-mails and notes

Tip

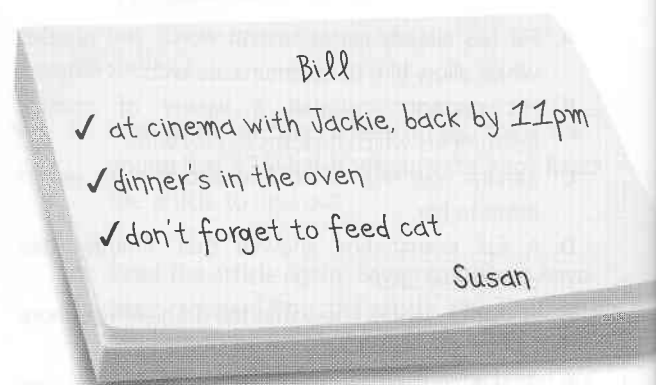
When we write a **note** we usually use a very informal style and write in very short or incomplete sentences. We do not always use definite or indefinite articles. When we write an **e-mail** we use the form of a letter. We usually use an informal style in personal e-mails and a formal style for business e-mails. We usually use **memos** in companies and offices to pass on information to employees. We use a formal, factual style.

- Analysing Model Texts

- 14** Look at the pieces of writing 1-3. Which is a) a memo? b) an e-mail? c) a note?



2



3



ICB INTERNATIONAL

To: All Employees
 From: Arthur Jones, asst mgr
 Date: 15 February, 2...
 Subject: Use of mobile phones in the office

- Please be advised that all employees with mobile phones are required to keep them turned off during working hours.
- If you need to be contacted while at work, you can be reached through the main switchboard on 7267421.
- This number is to be used for emergencies only.

We appreciate your co-operation in this matter.

• Style

- 15 a. Match the style of writing to the pieces of writing in Ex. 14.

- A incomplete sentences, very informal
 B information given in an office or business setting; formal
 C informal, chatty

- b. Read the note to the secretary and rewrite it in the style of an office memo.

Miss Phipps,

- tell Dept mgrs about budget meeting on Monday Bam
- all must attend and be on time
- coffee and doughnuts served

Thanks,

Mr Jacobs

- 16 Rewrite the following in a note form.

Dear Patricia,

I'm going to the cinema with Sheila. I borrowed your red scarf. I've left the car keys in the first drawer of your desk in case you need them. James called. He said he might come by. He'll call back later. If you're hungry there are chicken sandwiches in the fridge. I won't be late – around 10 o'clock at the latest.

Laura

• Discuss & Write

- 17 a. Read the rubric and answer the questions below.



- The company where you work is having a retirement party for the Vice President of the company. The party will be held at the Royal Hotel. You have been put in charge of organising the party.

- Write a memo to all staff members informing them of the time, date and location of the party and telling them that food and drinks will be served. Also, inform them that they can make a small contribution to the Vice President's retirement present and that they should give the money to you or your secretary.
 - Write a note to your secretary, telling him/her that you're in a meeting and reminding him/her to call the catering company and arrange a meeting with them for the next day at 11am.
 - Write an e-mail to your supervisor, who is on holiday, and let him/her know about the party.
- 1 Who are you writing to?
 2 What style will you use for each piece of writing? Why?
 3 What information will you need to include in each piece of writing?

- b. Write the memo, note and e-mail using the information in Ex. 17a, as well as your own ideas.

Better Safe than Sorry

Vocabulary

- 1 Look at the pictures. Which of these do you have in your kitchen? What do you use each of the objects for?



1 - A A blender is used to blend/mix food.

- 2 Use the phrasal verbs to complete the exchanges, as in the example.

• turn on • turn down • turn off • turn up
• plug in • log on • log off

- 1 A: I can't concentrate. The TV is too loud.
B: All right, I'll *turn it down*.
- 2 A: Did you hear about the hijacking?
B: No. Let's the radio.
- 3 A: Why isn't the toaster working?
B: Oh, silly me! I forgot to it
- 4 A: I think I'll stay up and watch the end of this film.
B: OK. Don't forget to all the lights before you go to bed.
- 5 A: Hurry up. We're supposed to be there at 7 o'clock!
B: OK. Just give me a minute to the Internet.

- 6 A: I really like that song!
B: So do I. I'll the radio.
- 7 A: I've never used a laptop computer before.
B: Oh, it's easy. Just the same way you do with your regular PC.

- 3 Cross out the odd word(s) in each group. Then, use the remaining words to make up sentences describing each object, as in the example.

- 1 cooker: oven – rings – knobs – ~~lids~~
- 2 computer: mouse – screen – remote control – keyboard
- 3 iron: plug – cord – temperature control – door
- 4 camera: lens – cover – shutter – tray
- 5 kettle: lid – handle – spout – aerial
- 6 refrigerator: door – shelves – screens – drawers
- 7 blender: switch – lid – blades – light

A cooker has got an oven, rings on top and knobs that are used to control temperature.

- 4 Read the sentences and identify the type of crime described, as in the example.

- 1 She copied someone else's signature onto the cheque. (*forgery*)
- 2 The armed men stormed into the bank and tried to steal a large amount of money.
- 3 The customs officer called the police after he found a bag of diamonds in the man's luggage.
- 4 They held the pilot at gunpoint and ordered him to fly to the location they wanted.
- 5 He threw a lit match through the window and then ran off.
- 6 The man was caught trying to steal two CD-ROMs.
- 7 When we got home, we were horrified to find the window broken and all our valuables stolen.
- 8 They demanded money for the safe return of the two children.

- 5 Complete the sentences using the words below.

• automatically • fingerprints • preserve • satellite
• proof • fined • privacy

- 1 When you get arrested, the police take your and keep them on file.
- 2 He was £200 for parking illegally.
- 3 It is a policeman's job to law and order.
- 4 Some people think that hidden cameras invade our
- 5 When you use an ATM, your bank account is updated.

- 6 They had to let the suspect go because they could find no that he had committed the crime.
- 7 We can now get up-to-the-minute news from around the world via

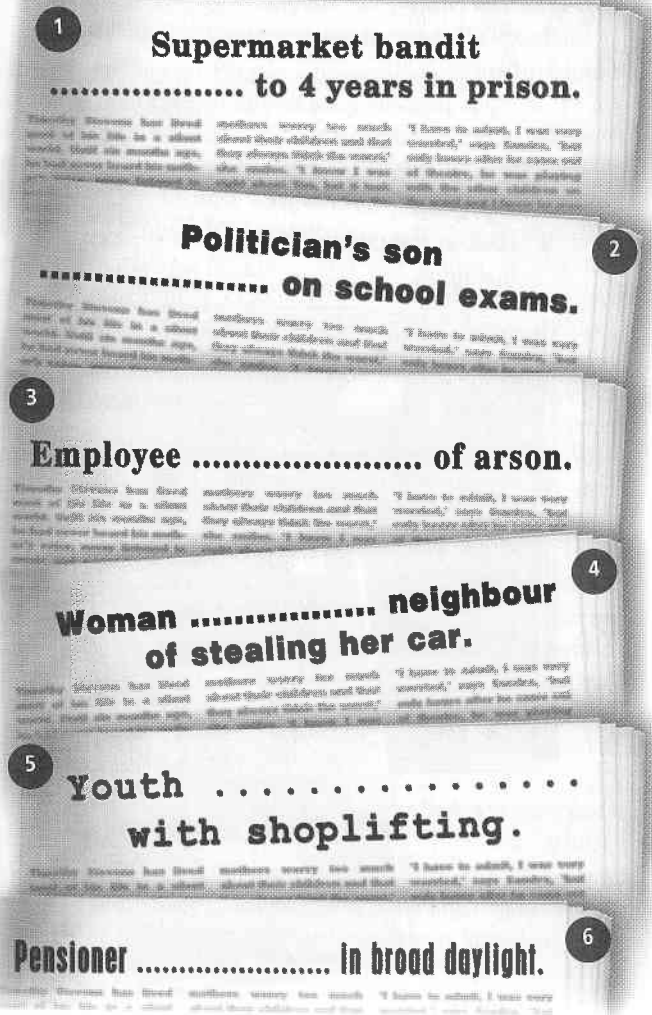
6 Complete the headlines using the words below.

- charged • robbed • accused • sentenced
• suspects • cheated

- 4 Last summer was so hot that we decided to have air conditioning put in.
installed We had last summer because it was so hot.
- 5 The escaped prisoners jumped onto a bus and made the driver take them across the border.
hijacked The bus to get across the border.
- 6 Car rental companies can use special technology to find out where their cars are.
locate Car rental companies can their cars.

8 Circle the correct response.

- 1 A: Where did the accident happen?
B: a It's difficult to say.
b About fifteen minutes ago.
c At Elm and Dixon.
- 2 A: Can you tell me how to get to the McLaughlin Gallery?
B: a I'm going now.
b Sorry? Can you repeat that?
c I'm sorry, the line is engaged.
- 3 A: Did you like the outfit I wore yesterday?
B: a That's an interesting question.
b Let me see.
c To be honest, I can't really remember it.
- 4 A: Hello, can I speak to Jenny please?
B: a Would you like to leave a message?
b I'm sorry, you must have dialled the wrong number.
c Thank you for waiting.
- 5 A: What's Sarah's sister's name?
B: a I can't remember!
b I don't think so.
c What do you mean?
- 6 A: How could you lose the tickets!
B: a What's the problem?
b It wasn't me! I gave them to Sam!
c I'll think of it in a minute.
- 7 A: What can I do for you?
B: a I want to report a robbery.
b Can I take a message?
c Okay. I've done that.
- 8 A: Did anyone witness the burglary?
B: a No, that's not what I mean.
b I'll think of it in a minute.
c I don't think so.



7 Complete each of the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 Last night someone hit her over the head and stole her handbag.
mugged She last night.
- 2 Peter copied the Picasso and sold it as an original.
forged Peter and sold it as an original.
- 3 The police got a description of the thief from someone who saw him escape.
witness The police got a description of the thief him escape.

- 9 Match the words/phrases in the two columns. Then, use them to complete the sentences below.

once in	and sound
to make	in mind
clean	a blue moon
keep	and tidy
safe	matters worse

- 1 I didn't have enough money to pay for lunch, and , I had forgotten my credit card.
- 2 We hardly ever go to the cinema. We go
- 3 The missing boy was found and returned to his parents.
- 4 While you are driving, that you are being watched by CCTV cameras on the motorway.
- 5 Carol is very neat. Her home is always

- 10 Tick the correct preposition, then make sentences using the phrases, as in the example.

	of	about	to	at	for
aware	✓				
nervous					
married					
laugh					
notorious					
pay					
keep track					
worry					

He wasn't **aware of** the fact that she had a degree in psychology.

Speaking

- 11 a. Look at the picture and complete the dialogue.



A: Where do you think the picture was taken?

B: I think 1)

A: Can you describe the picture?

B: I can see 2)

A: What do you think the woman bought?

B: She might 3)

A: How is she paying?

B: 4)

A: How often do you go shopping?

B: 5)

A: Where?

B: 6)

A: How do you pay?

B: 7)

- b. Look at the pictures and act out similar dialogues.



Reading

- 12 a. Which are the three most important factors we should consider when buying a car? Choose, then compare your list to your partner's.

It should:

- be economical to run
- be environmentally friendly
- be fast
- be efficient
- be cheap to buy
- have a powerful engine
- have lots of accessories
- run on petrol

- b. Look at the title of the article. What could the article be about? Read and check your answers.

13 Read the article again. For questions 1–7, choose the correct answer, A, B, C or D.

Green Cars



Many of the world's cities lie under a permanent blanket of smog. People are concerned about global warming, and fuel prices just keep going up and up. It's no surprise therefore, that in recent years, car manufacturers have been put under pressure to invent a vehicle that is both cheaper to run and better for the environment. Finally, after much trial and error, it seems as though they might be making progress, and the future of the car industry is beginning to look a little 'greener'.

One of the first ideas which car manufacturers tried, was to replace engines which run on fossil fuels with electric motors. Unfortunately, these vehicles had several drawbacks and they didn't sell very well. The problems were that the batteries of these electric cars ran out very quickly and took a long time to recharge. Also, the replacement energy packs were very expensive.

However, the idea of electric cars has not been scrapped altogether. Car manufacturers have improved the concept so that environmentally friendly cars can now be efficient and economical as well. This is where the hybrid car, which has both an electric motor and a traditional petrol engine, comes in. The electric motor never needs to be recharged and it is much better for the planet than a traditional car.

In a hybrid car, the engine is controlled by a computer which determines whether the car runs on petrol, electricity, or both. When the car needs maximum power, for example, if it is accelerating or climbing a steep hill, it uses all of its resources, whereas at steady speeds it runs only on petrol. When slowing down or braking, the electric motor recharges its batteries.

Hybrid cars are better for the environment because the electric motor can help out whenever it is needed and they have a much smaller engine than a traditional car. Also, hybrid cars on the market are made using materials such as aluminium and carbon fibre, which makes them extremely light. Both of these factors mean that they use far less petrol than normal cars, so they produce less pollution.

Of course, hybrid cars aren't perfect; they still run on fossil fuel and so pollute the environment to some extent. However, they may be the first step along the road to cleaner, 'greener' cars. Car manufacturers are already working on vehicles which run on hydrogen. The only emission from these cars is harmless water vapour. These are still some way in the future, though, as designers need to think of cheap and safe ways of producing, transporting and storing hydrogen, but at last, it looks like we might be heading in the right direction.

- 1 Car manufacturers are trying to invent a new vehicle because
 - A today's cars produce too much poisonous gas.
 - B it is difficult to drive in cities.
 - C today's cars use too much fuel.
 - D the car industry is in trouble.
- 2 Vehicles which ran on electric motors
 - A moved very fast.
 - B were made of pieces of scrap.
 - C were not very popular.
 - D had to have their engines replaced.
- 3 The electric motor in hybrid cars
 - A doesn't need to recharge its batteries.
 - B has its own petrol engine.
 - C takes a long time to be recharged.
 - D needs replacement energy packs.
- 4 The computer in a hybrid car
 - A powers the engine.
 - B helps the car to go up hills.
 - C keeps the car running at a steady speed.
 - D decides how the car should be powered at any given time.
- 5 Hybrid cars are better for the planet because
 - A they use different fuel to normal cars.
 - B they are made of special materials.
 - C the electric motor is smaller than a normal engine.
 - D they produce less harmful gases.
- 6 Hybrid cars are not the ideal solution because
 - A they produce carbon fibre.
 - B they do not make the roads cleaner.
 - C they also use petrol.
 - D they are made from aluminium.
- 7 Cars which run on hydrogen are not available yet because
 - A it is hard to drive them in the right direction.
 - B it is difficult to store hydrogen.
 - C they produce too much water vapour.
 - D there is no future for them.

14 Answer the questions.

- a What was the writer's purpose? Was he/she successful?
- b Can you name any environmentally friendly means of transport? Which do you use?
- c In pairs, think of a new environmentally friendly means of transport. Draw a picture and prepare an advertisement for it, stating its good points.

Listening

- 15 Listen to the conversation between Adam and Lisa. For questions 1–7, choose the best answer, A, B or C.

- 1 Why doesn't Adam like using computers?
 - A He cuts himself.
 - B He doesn't understand them.
 - C He always drops them.
- 2 In the future, life will be easier because
 - A everything will be computerised.
 - B people will survive without computers.
 - C people won't notice computers.
- 3 Adam thinks he won't get a job in the future because
 - A he has a negative attitude.
 - B it will take him years to upgrade his skills.
 - C he won't be able to use the new technology.
- 4 People will be able to earn more money in the future because
 - A they will work fewer hours.
 - B they will be able to do more than one job at a time.
 - C computers will do their work for them.
- 5 Televisions will be better in the future because
 - A they will be more friendly.
 - B they will have buttons.
 - C they will be controlled by voice.
- 6 How does Adam feel when he reads about the future?
 - A extremely worried
 - B very happy
 - C utterly miserable
- 7 Lisa believes that people
 - A will change in the future.
 - B will learn new ways of doing things.
 - C are scared of the future.

Communication: Handing
in a missing item

- 16 a. Fill in the gaps with **driver's licence, credit card, wallet, money**. Then, in pairs, read the dialogue aloud.



- A: Good evening, officer, I just found this
1) on the pavement outside the café.
B: Ah. Let's have a look inside. Oh dear. There's nothing with the person's name and address, not even a 2)

- A: And there's quite a bit of 3) in it. I'm sure the owner will be looking for it.
B: So, you've searched the contents, have you, sir?
A: Er, well, I had a quick look, but I didn't touch anything!
B: Ah, here's a name – on the 4)
A: Great. Do you need me to sign anything?
B: Yes, you can sign this form. And you'd better leave your number, in case a reward is offered.
A: Good idea!

- b. Now use the prompts to act out similar dialogues.



briefcase – the station / no wallet / palmtop computer / name on a business card



handbag – bus stop / no identification / jewellery / name on an envelope

At the garage

- 17 a. Put the exchanges in the correct order, then, in pairs, read the dialogue aloud.



- | A | B |
|---------------------------------------------------------------------------------------|-------------------------------------------------|
| 1 <input type="checkbox"/> Good morning madam. What can I do for you? | a Oh, that would be great. |
| 2 <input type="checkbox"/> Of course. What's the problem? | b Oh, I will. Goodbye! |
| 3 <input type="checkbox"/> Hmm ... Yes, you're right. I'll just pump them up for you. | c Wonderful. Thanks ever so much. |
| 4 <input type="checkbox"/> There you are. You're ready to go. | d I think they may need a bit more air in them. |
| 5 <input type="checkbox"/> Don't mention it! Drive safely! | e Could you check the tyres, please? |

- b. Now use the prompts to act out a similar dialogue.
- check the oil / might need changing / change it for you

Writing instructions

Tip

When we write **instructions**, we use the imperative form of the verb and we usually leave out articles. The points must always be written in the correct order one after the other. We can use numbers or bullets before each instruction. We usually use linking words/phrases (first, after that, then, next, finally etc) to organise the points or show the order of events.

- 18 Look at the instructions below. Insert the missing words then try and guess what the object is.

• allow • first • when • then

To charge battery:

- 1 insert charger plug into base with arrow facing up.
- 2 plug charging unit into a power socket.
- 3 it to charge for 6-8 hours (you can use it while it is charging).
- 4 fully charged, it will provide up to 100 hours standby or 5 hours talking.

- 19 a. The following instructions explain how to withdraw cash from an ATM (automatic teller machine). Put the points into the correct order.



- ☐ The screen will ask you if you want another transaction 'Yes/No'.
- ☐ When the 'menu' screen appears, choose the option 'withdraw cash'.
- ☐ The next screen will ask you how much you want to withdraw.
- ☐ Put your card into the machine.
- ☐ The machine will give you your money and a withdrawal slip showing a record of your transaction.
- ☐ Press the arrow key on the side of the screen next to the amount you need.
- ☐ Type in your personal identification number (PIN).
- ☐ Choose 'No' and the screen will tell you to take your card.

- b. Rewrite the points in Ex. 19a in a paragraph, using appropriate linking words/phrases.

- 20 a. Look at the instructions for taking a picture with a digital camera and fill in the verbs.

• Download • Hold • Press (X 2) • Line up
• Look • Wait



- 1 through the view finder.
- 2 your subject.
- 3 the shutter button halfway when the light is green.
- 4 the shutter all the way when the light is orange.
- 5 the camera still until it beeps.
- 6 until the light changes back to green.
- 7 the image from the camera.

- b. Look at the instructions for downloading a picture onto a computer. Make the sentences shorter, then put the points into the correct order.

- ☐ You have to select 'download'.
- ☐ Save the picture in a file.
- ☐ You must click the camera icon on the computer screen.
- ☐ You must turn on the computer.
- ☐ You must connect the camera to the computer.

- 21 a. Read the rubric and answer the questions.

You have been taking photography lessons. Now your teacher has asked you to write instructions on how to take the perfect picture.

- 1 What adverbs will you use to put the instructions in order?
- 2 What verb tenses will you use?

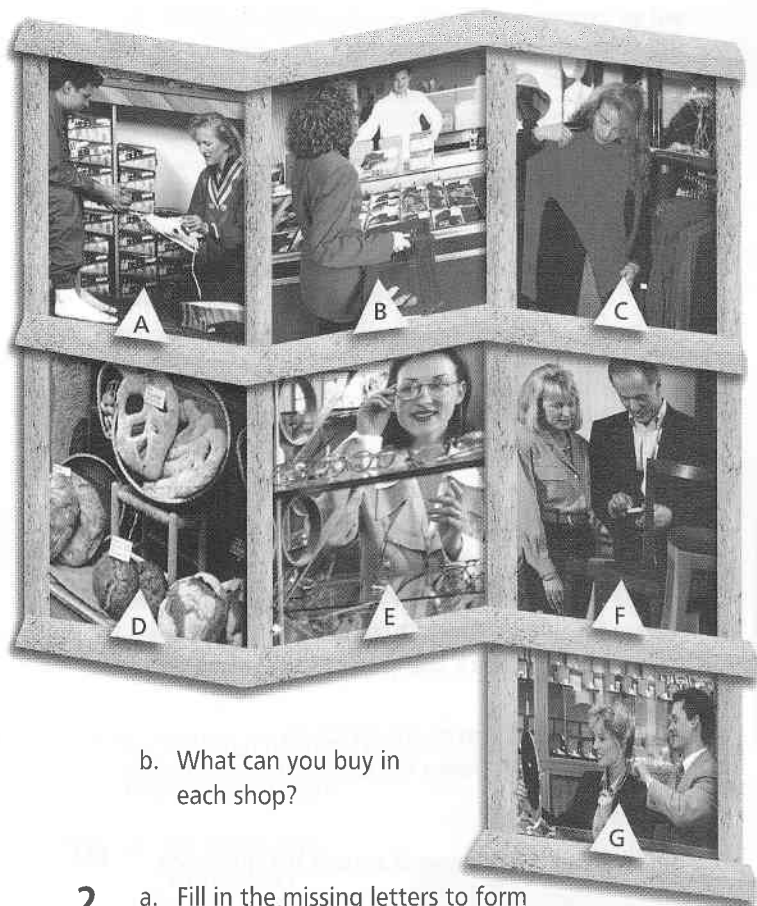
- b. Write the instructions in 40-80 words.

Penny Wise, Pound Foolish

Vocabulary

- 1 a. Identify the shops in the pictures. Where would you expect to hear the following?

- Is there a bracelet to match?
- Two loaves of rye, please.
- Have you got this in a large?
- Can I try on the other one?
- Could you cut it into portions, please?
- Do you deliver?
- Are the frames included in the price?



- b. What can you buy in each shop?

- 2 a. Fill in the missing letters to form compound nouns, as in the example.

1	washing powder machine	6	computer board g.....
2	high-f..... milk	7	bottled mineral w.....
3	h..... spray gel	8	personal laptop c.....
4	s..... scarf tie	9	pierced clip-on e.....
5	ice roller s.....	10	linen leather j.....

- b. Where can you buy each of these items? What can you do with each of these items?

- 3 Cross out the odd word. Which group of goods do the rest of the words belong to?

- 1 hammer, screwdriver, ~~bracelet~~, drill hardware
- 2 table, book, chair, dresser
- 3 ring, earrings, necklace, dress
- 4 screwdriver, bread, meat, pasta
- 5 washing powder, bleach, flowers, furniture polish
- 6 towel, deodorant, shampoo, toothpaste
- 7 pen, envelopes, paper, ribbons
- 8 jumper, umbrella, coat, shirt
- 9 lipstick, CD player, cooker, fridge

- 4 Complete the sentences with the correct word from the list.

- delighted • conservative • dedicated • bear
- woven • budget • imported • ambitious
- sentimental • genuinely

- 1 Unfortunately, I can't afford it because I'm on a tight
- 2 This ring might not be expensive, but it's of great value to me.
- 3 He's determined to succeed because he's a very man.
- 4 Tony is really to his career.
- 5 Please in mind that the shops will be closed on Sunday.
- 6 Sally was with the bouquet of flowers she received.
- 7 Anita was surprised when she won first prize.
- 8 He bought a colourful rug at the flea market.
- 9 He's a very person who doesn't like new ideas at all.
- 10 She couldn't find what she wanted here, so she had to have it specially

- 5 Replace the adjectives in bold with their opposites.

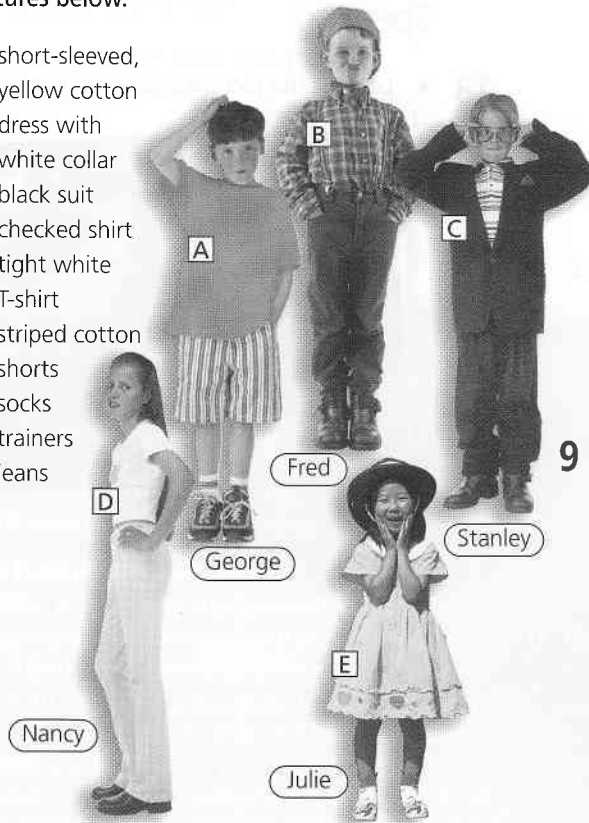
- modern • expensive • boring • local • fresh
- cool • fantastic • tight

- 1 That was one of the most **interesting** films I have ever seen.
- 2 We got a very **warm** welcome when we finally arrived.
- 3 This restaurant is great, if you like **international** cuisine.
- 4 I think her new dress looks **dreadful**.
- 5 She always buys **cheap** clothes.
- 6 This dish takes half an hour to cook if you use **frozen** vegetables.

- 7 My husband prefers **antique** furniture.
 8 My trousers are too **loose**.

6 a. Match the description of the clothes to the pictures below.

- 1 ☐ short-sleeved,
yellow cotton
dress with
white collar
2 ☐ black suit
3 ☐ checked shirt
4 ☐ tight white
T-shirt
5 ☐ striped cotton
shorts
6 ☐ socks
7 ☐ trainers
8 ☐ jeans



b. Talk about each person's clothes.

A - George is wearing a blue T-shirt, striped cotton shorts, ...

7 Write down five items of clothing you have in your wardrobe and describe them.

8 Circle the correct response.

- 1 A: Do you think I should get Mary a CD for her birthday?
 B: a How about that one?
 b Yes, but make sure it isn't one she's already got.
 2 A: Let's have the party tomorrow night.
 B: a Trouble is, most people will have made other plans by now.
 b I think you should.
 3 A: The salesman said I couldn't exchange the shirt you bought for me.
 B: a You should go back and speak to the manager.
 b How about waiting until tomorrow?
 4 A: I thought you wanted to go to the cinema tonight.
 B: a Anyway, it doesn't matter to me.
 b I did, but there isn't anything good on.

- 5 A: Which blouse do you think I **should** get, the red or the pink one?
 B: a I think the red one looks better on you.
 b Anyway, pink doesn't suit you.
 6 A: Frank's really upset with me, I shouldn't have been so rude to him.
 B: a How about asking Frank about it?
 b You should apologise to him.
 7 A: Shall I make reservations at that new Thai restaurant?
 B: a You should call the restaurant first.
 b Trouble is, it's a little expensive.
 8 A: I've decided to take French lessons.
 B: a I think that's a great idea!
 b Anyway, you are good at languages.

9 Complete the sentences with two to five words, including the words in **bold**. Do not change the meaning of the original sentence.

- 1 Jane will take care of the baby while we're away.
 after Jane while we're away.
 2 Your new trousers look great, they are exactly the right size.
glove Your new trousers they look great.
 3 The police are investigating the case.
looking The police the case.
 4 I really appreciate all your help.
grateful I'm really all your help.
 5 I asked Carol and she said we could wear jeans and trainers to the party.
casual Carol said we to the party.
 6 Jim took his suit to the dry cleaner's.
had Jim at the dry cleaner's.
 7 She can think about nothing else but her career.
obsessed She her career.
 8 I returned the blouse because there was a big mark on the back.
stain I took the blouse back to the shop because it on the back.
 9 The manager refused to give me my money back, even though the mirror was cracked.
refund I couldn't for the cracked mirror.
 10 Most women wear make-up because they want to look better.
enhance Women usually wear make-up appearance.

- 10** Match the words/phrases in column A to those in column B. Then, use the phrases to complete the sentences.

A

be off
lose
neither here
off
be in
keep it

B

under your hat
his shoes
duty
his shirt
nor there
the record

- 1 If he keeps investing all his money in the stock market, he's going to
- 2 He agreed to the interview only if everything he said was
- 3 I'm afraid Police Constable Harrison right now.
- 4 I think Marcia is going to be promoted, but no one else knows, so
- 5 I wouldn't want to when his father finds out that he crashed the car.
- 6 She has to spend more time on her homework. Whether she wants to or not, is

- 11** Tick the correct preposition, then make sentences using the phrases, as in the example.

	of	to	with	from	in
proud	✓				
dedicated					
object					
part					
protect					
take pride					
occur					
delighted					
pleased					

I'm proud of my daughter. She's the best in her class.

- 12** Complete the phrasal verbs.

- 1 I have promised to look my neighbour's cat while she is on holiday.
- 2 The police let him with a warning.
- 3 They looked him because he wasn't interested in poetry.
- 4 Don't rely on Larry, he'll only let you
- 5 Mary hired a private detective to look her husband's disappearance.
- 6 She let a loud scream when the mouse ran over her foot.
- 7 Mary had to let her skirt because she'd gained weight.

- 8 After the earthquake, we had an engineer look the building to make sure that there was no serious damage.

Speaking

- 13** a. Look at the picture and complete the dialogue.



A: What can you see in the picture?

B: 1)

A: What are they doing?

B: 2)

A: What do you think they have been doing?

B: 3)

A: What could they have bought?

B: 4)

A: How do they feel? Why?

B: 5)

A: What are they going to do next?

B: 6)

A: How often do you go shopping? Who with?

B: 7)

- b. Look at the pictures and in pairs act out similar dialogues.



Reading

- 14** a. Look at the title of the article on p. 43. What do you expect to read in it?
- b. Look at the star signs and in pairs suggest an appropriate gift for each. Read the article to see if your guesses were correct.

- 15 a.** Read the article again. For questions 1–14, choose from the star signs A–F. Some of the star signs may be chosen more than once. When more than one answer is required, these may be given in any order.

People who were born under this star sign:

get bored very quickly	0	D
would appreciate being given a book	1	2
do not like old things	3	
don't really mind what you give them	4	5
enjoy playing with new machines	6	

want to be famous	7	
do not appreciate fake jewellery	8	
do not like receiving gifts for their home	9	
enjoy keeping in touch with others	10	
like to be secretive	11	
are usually artistic	12	
would like to be given tickets	13	14

- b.** Where could you read such an article? Do you agree with the writer?

Shopping with the Stars

Are you wondering what to buy to make someone in your life happy? The answer may be in the stars.

A Aquarius (January 20 - February 18)

Aquarians are usually very modern and like to receive gifts which are out of the ordinary. It is not a good idea to buy an Aquarian an antique. They will be far more impressed with the latest piece of technology or an up-to-the-minute gadget. They love it when people give them electronic machines or equipment they can use in their unusual hobbies. Almost every Aquarian is an inventor at heart and they love anything connected to the future. If you still need ideas, don't forget that all Aquarians like original, one-of-a-kind items. Why not surprise and delight the Aquarian in your life with a hand-printed shirt, or an interesting piece of modern art.

B Pisces (February 19 - March 20)

Pisceans are gentle and sensitive so they are truly happy with any gift you decide to give them. In their eyes, the fact that you remembered to buy them a present is more important than the present itself. However, if you really want to buy a Piscean something which will suit his or her personality, you can be sure that they will be overjoyed to receive theatre tickets, a CD or a video of their favourite film. Every Piscean has an interest in the arts, and most are very creative, so perhaps you could buy them a gift which will help them to express themselves through dance, painting or writing. Pisceans are water signs, so they will also be charmed by an aquarium full of colourful tropical fish.

C Aries (March 21 - April 19)

When it comes to presents, Arians are like energetic children. They adore receiving lots of gifts, but they are not keen on unwrapping anything practical. Aries people are adventurous and full of energy, and they want their gifts to reflect that. They are not domestic characters, so it is not a good idea to buy them items for use in the home. If you do have to give them a housewarming present, the safest option is red glassware, as Arians love the colour red. To truly impress your Arien friends, however, you can do nothing better than offer

them eternal fame. How about having their name put on a plaque in a public place? You can be sure they will be thrilled, as all Arians long to be recognised and remembered.

D Gemini (May 21 - June 21)

Gemini people have very short attention spans, and they lose interest in things extremely quickly. They hate nothing more than boredom. You would be wise to remember this when choosing a gift for your Gemini friends! A game or a craft kit is an excellent idea for a Gemini, as it will keep them entertained and challenge them at the same time. They also love reading, but the book you buy them had better be short and easy to pick up and put down whenever they feel like it! Geminis love to socialise, so two tickets to anything is an ideal present. As most people born under the sign of the twins are rather talkative, they will also be pleased to receive a mobile phone.

E Leo (July 23 - August 22)

There is nothing a Leo likes more than receiving gifts. It doesn't even matter that much what the gift is, as long as it is beautifully wrapped and looks special. However, they will not be impressed with jewellery or sparkly trinkets unless they are the real thing! Leos believe that they deserve the best, and anything less than gold would be an insult to them. The king-like Leo loves to be spoilt, so why not treat them like royalty and hire a limousine for the evening, or arrange for them to be the star guest at a special event or party.

F Scorpio (October 23 - November 21)

Scorpios enjoy playing at being detective, so they will adore the challenge of finding hidden presents or being sent a present in secret. They like to discover new things and solve mysteries, so crime novels and horror stories are an excellent idea for all ages. Chemistry sets will also please young Scorpios. People born under this sign are keen on life's luxuries, so you can be sure that they will be happy with a gift of exotic perfume or satin sheets. If you buy them something personal, though, be careful not to show how well you know them. Scorpios love to think that they are mysterious!

Listening

- 16** You will hear a radio interview about credit cards. For questions 1–8, complete the notes which summarise what the speakers say. You will need to write a word or a short phrase in each box.

People often get a lot of offers for credit cards as soon as they are **1** _____.

It is a good idea to get a credit card from **2** _____.

Some people apply for credit cards because they are **3** _____.

Delaying the payment of credit card bills means that you pay **4** _____ in interest.

Credit companies make **5** _____ from people who can't afford to pay their bills.

Credit cards are useful when you don't have any **6** _____ on you.

Credit cards help you to pay for expensive things over a **7** _____ of time.

You should always **8** _____ of every item you buy with your credit card.

Communication: Applying for a credit card

- 17** a. Fill in the gaps with: **passport, information, pay slip, application, licence**. Then, in pairs, read the dialogue aloud.

Customer: I'd like to apply for a credit card, please.

Bank Clerk: Right. I'll need some details before I can process your **1)** _____.

Customer: Oh, I see. What do you need, then?

Bank Clerk: I'll need to see two different forms of photo ID.

Customer: OK. I've got my driving **2)** _____ and my **3)** _____.

Bank Clerk: That's fine. I'll just make a copy of them.

Customer: Do you need any other **4)** _____?

Bank Clerk: Yes. I need your most recent **5)** _____.

Customer: Oh, I've got that here.

Bank Clerk: Great. Well, your card should be with us in about ten days. We'll call you as soon as it arrives.

Customer: Thank you.

- b. Now use the prompts below to act out similar dialogues.

- apply for a loan / a form of ID and a bank statement / three most recent pay slips / loan should be granted in about two weeks
- apply for a second mortgage / a form of ID and tax statement / document showing proof of ownership of house / mortgage should be approved in about fifteen days

At the Bank

- 18** a. Fill in the missing phrases, then in pairs, read the dialogue aloud.

- That's fine. • That's right. • Certainly, sir.
- Thank you, sir.

A: I'd like to deposit this cheque into my savings account, please.

B: **1)** _____
Do you have your bank book with you?

A: Oh, no. I didn't think I would need it.

B: Well, do you have something with your account number on it?

A: Erm ... Let me see ... Oh yes, I've got a bank statement here.

B: **2)** _____
Now, if you could just fill out this deposit slip.

A: OK. Do I sign here?

B: **3)** _____
And here's a receipt.

A: Oh, thanks.

B: **4)** _____

- b. Now use the prompts below to act out a similar dialogue.

- withdraw twenty pounds / forgotten bank book / form of photo ID / passport / fill out withdrawal slip

Writing a first person narrative

Tip

When we write a first person narrative, we begin with an **introduction** to set the scene with information about who/where/when and why. The **main body** has two or more paragraphs describing the events in chronological order. The **conclusion** tells what happened at the end of the story and includes feelings and comments. We normally write the story using the past tenses and a variety of adjectives and adverbs to make it more interesting.

- Analysing A Model Text

- 19** a. Read the story on p. 45 and underline the correct tense.

- Beginnings / Endings

- b. Read the story again and decide which techniques have been used by the writer to start/finish the story.

- using the senses
- using direct speech
- asking a rhetorical question
- addressing the reader directly
- referring to one's feelings or moods
- describing people's reactions/feelings

An Embarrassing Experience



Have you ever been really embarrassed? Well, I have. It was last week. I was at an expensive restaurant and I **1) finished/had just finished** a delicious meal with a new client. While my guest was in the foyer making an important phone call, I decided to pay the bill.

I **2) reached/was reaching** into my pocket for my credit card, but it wasn't there. Panicked, I **3) had been taking/took** out my purse but it wasn't in there either. I emptied my pockets onto the table, but I couldn't find my credit card anywhere. I **4) didn't know/hadn't known** what to do.

When my guest returned, I was checking my purse to see if I had enough money to pay the bill in cash. Unfortunately, I didn't even have enough for the taxi home. So, I went to the foyer to call my boss. When he heard my problem, he **5) had been laughing/laughed** and told me to wait for a driver to bring me the company credit card.

A little while later a driver **6) arrived/was arriving** at the restaurant and gave me the card. "Thank you, sir. You've saved the day!" I said gratefully as I went to pay the bill.

• Adjectives

20 Fill in the missing adjectives from the list below.

- delicious • urgent • embarrassing
- best • expensive

- 1 My most experience was when I forgot to wear my shoes and went to work with my slippers on!
- 2 I had to leave in the middle of the film to make an phone call.
- 3 That was the most meal I have ever had. I wish I could cook as well as you do.
- 4 My husband bought me an pair of earrings for my birthday.
- 5 I think that a one year membership at that new gym is the present for Angela.

• Linkers

21 Join the sentences below using the words in bold.

- 1 My guest was making a phone call. I decided to pay the bill. **while**
- 2 He heard my problem. He laughed and told me to wait for him. **when**
- 3 Luckily, the shops were still open. I took the bus into town and went back to the shop. **so**

- 4 Mr Lewis was very relieved that I had found his briefcase. His credit cards and personal identification were inside. **because**
- 5 I gave it to my daughter. She said it was what she'd always wanted. **and**

• Discuss & Write

22 Read the newspaper article below, then put the sentences that follow in the correct order.



- ☐ The sales girl made a mistake.
- ☐ The manager gave her a gold bracelet worth £500.
- ☐ Mrs Smith's niece had a wonderful birthday present.
- ☐ Mrs Smith left the store with a £5,000 pair of earrings.
- ☐ Mrs Smith went to the jewellery shop.
- ☐ Mrs Smith returned the earrings.
- ☐ Mrs Smith bought a bracelet worth £10.

23 a. Read the rubric and answer the questions in the plan.

- Your local newspaper is holding a short story competition and you have decided to enter. Your story must start with the words "Have you ever had a really wonderful surprise?"



Introduction

(Para 1) Who/What is the story about? Where/When did it take place?

Main Body

(Paras 2-3) What happened first/next etc? What was the climax?

Conclusion

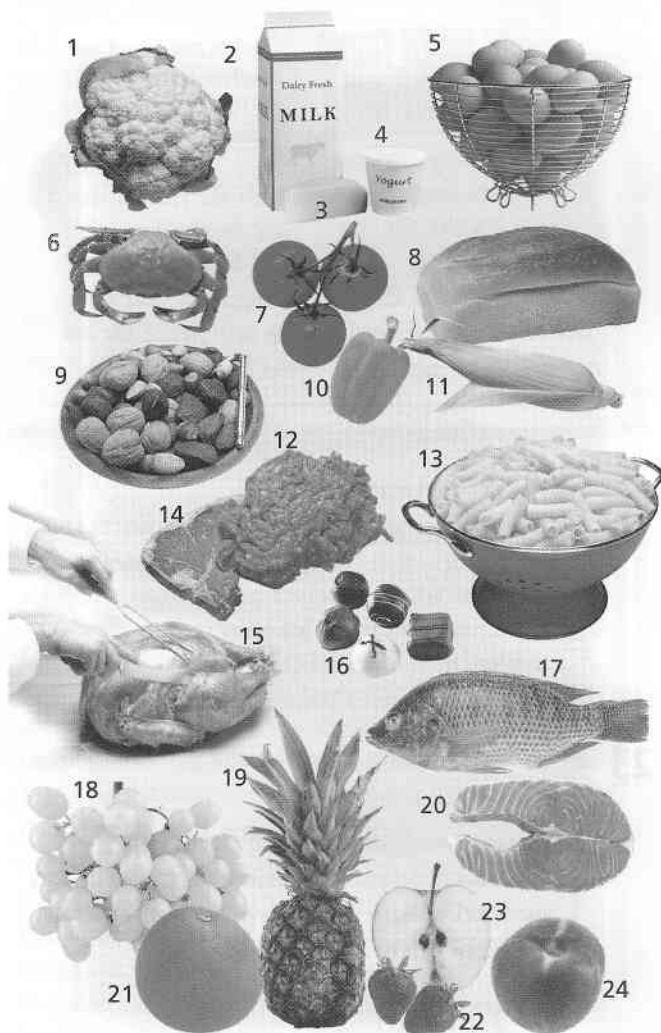
(Para 4) What happened in the end? How did you feel? What are your comments or reactions?

- b. Write your story in 120-180 words. Use the story in Ex. 19 as a model.

You Are What you Eat

Vocabulary

- 1 a. What can you see in the picture? Identify the foods and complete the table.



meat & poultry:
 dairy products:
 fish:
 shellfish:
 fruit:
 vegetables: *cauliflower*,
 other:

- b. Add three more foods to each category.
 c. How often do you eat these foods?

- 2 a. Fill in the table below to show how these foods can be cooked. Then, ask and answer, as in the example.

	grilled	fried	boiled	scrambled	roasted
chicken	✓				
fish					
steak					
potatoes					
rice					
eggs					

A: How do you like your chicken cooked?
 B: I prefer it grilled.
 A: Do you? I don't. I prefer roasted chicken.

- b. What do you like to put on your food? Ask and answer as in the example.
 • salt • pepper • mustard • ketchup • oil • vinegar

A: I like to put ketchup on my chips.
 B: Me too, but sometimes I like salt and vinegar instead.

- 3 Replace the words in **bold** with words from below, as in the example. Some words can be used more than once.

• slice • jar • piece • cup • loaf • packet
 • tube • bottle

- 1 Can I have **some** bread? *a slice/loaf of*
 2 Would you like **some** cake?
 3 Do you have **any** toothpaste?
 4 Can I get you **some** coffee?
 5 Could you get **some** spaghetti from the supermarket?

 6 I thought we had **some** coke in the fridge.

 7 Do we need **any** jam?
 8 Would you like **some** cheese in your sandwich?

- 4 Complete the sentences using the words below.

• accompanied • alert • guarantee • peak • flexible
 • boost • absorb • unprocessed • vital • stock up

- 1 It is to eat a balanced diet and exercise regularly if you want to stay fit and healthy.
 2 Ben likes to eat something sweet to his energy levels in the late afternoon.
 3 A good review will that the restaurant will be a success.
 4 She likes to have a cup of milk by a piece of cake when she comes home from school.
 5 Make sure that you with enough food for the trip before you set sail.
 6 It's best to exercise when your energy level is at its

- 7 The body can certain sugars very quickly.
- 8 carbohydrates contained in fruit and grains are essential to a healthy diet.
- 9 Some people drink coffee to help them stay
- 10 If you warm up before you exercise, your muscles will be more

- 5 a. Match the pictures (1-9) to the Starters, Main Courses and Desserts (A-I) in the menu below. Then act out dialogues, as in the example.



Menu

Starters

- ☐ 1 **A** Tortilla chips and dip
- ☐ **B** Pea soup
- ☐ **C** Chef's salad

Main Courses

- ☐ **D** Spaghetti Bolognese and garlic bread
- ☐ **E** Salmon steak with rice and green beans
- ☐ **F** Steak with baked potato and broccoli

Desserts

- ☐ **G** Ice cream sundae
- ☐ **H** Apple pie
- ☐ **I** Chocolate cake

- A: Good afternoon. May I take your order?
- B: Yes please. I'd like the tortilla chips and dip, followed by the spaghetti.
- A: And what would you like for dessert?
- B: I think I'll try the ice cream sundae.

- b. Which of these foods are: sweet? salty? sour? bitter? spicy? creamy? juicy?

6 Circle the correct response.

- 1 A: We are going camping in the South of France. Would you like to join us?
B: a Thanks for asking, but I'm not very keen on camping.
b It's a great way to get closer to nature.
- 2 A: Hey, welcome back. How was your trip to Singapore?
B: a It was terribly disappointing.
b I wouldn't waste my time.
- 3 A: My sister is coming over for dinner tonight. Why don't you join us?
B: a I suppose so.
b I'd love to, but I'm afraid I can't.
- 4 A: What did you think of the new Brad Pitt film?
B: a You've got to see it!
b It's well worth a visit!
- 5 A: We are all going out after work. Do you fancy coming?
B: a No, I don't want to do that.
b Why not?
- 6 A: We're thinking of getting a microwave oven. Do you think it's worth it?
B: a You must try it. It's so easy.
b It's great for cooking meals quickly.
- 7 A: Are you going to Tony's New Year's Eve party?
B: a I suppose so.
b Sorry, I can't remember.
- 8 A: Why don't you come over on Sunday? You can help me clean out the attic.
B: a Thanks, but I'd rather not.
b I'd love to, thank you very much for inviting me!

- 7 Tick the correct preposition, then make sentences using the phrases, as in the example.

	on	to	from	in	for
rely	✓				
recover					
reply					
rich					
ready					
refrain					

You can **rely on** me for the help you need.

- 8** Complete the sentences with two to five words, including the words in bold. Do not change the meaning of the original sentence.

- 1 I fell asleep halfway through the film because it was so boring.
nodded The film was so boring that halfway through.
- 2 I thought Tina was married.
under I was that Tina was married.
- 3 It is very important to make sure that you are getting the necessary vitamins and minerals when you are on a diet.
vital Making sure you are getting the necessary vitamins and minerals on a diet.
- 4 A healthy diet and regular exercise will help you stay fit and lose weight.
accompanied A healthy diet will help you stay fit and lose weight.
- 5 Watch out for pickpockets when you use public transport.
alert You should always be when you use public transport.
- 6 The phone rang just as I was about to leave the house.
point I was the house when the phone rang.
- 7 Your neighbours are so noisy! I don't know how you can live here.
put I don't know how you can noisy neighbours.
- 8 To be a good driver you should concentrate on what you are doing and be able to react quickly if something unexpected happens.
reflexes You need fast as great concentration to be a good driver.

- 9** Match the words/phrases in the two columns. Then, use the phrases to complete the sentences.

the good
put
under
a drop
a piece
full of
a hot
against

potato
of cake
all odds
beans
control
in the ocean
old days
off

- 1 He's a professional chef, so preparing everything for the dinner party will be for him.
- 2 Don't telling your parents that you broke the window; they are going to find out sooner or later.
- 3 I don't know why my grandparents keep going on about I think life is a lot easier now than it was 60 years ago.
- 4 The police arrived and soon had the situation
- 5 The children were after their long sleep.
- 6 His donation is compared to the amount that is needed to feed the poor.
- 7 When the lawyer saw that her client was not to be trusted, she dropped him like
- 8, he managed to finish his new novel.

Speaking

- 10** a. Look at the picture and complete the dialogue.



- A: Where do you think the picture was taken?
B: 1)
A: Can you describe it?
B: 2)
A: What do you think they are celebrating?
B: 3)
A: What are they eating?
B: 4)
A: How do you celebrate your birthday?
B: 5)
A: What food do you usually serve?
B: 6)

- b. Look at the pictures and in pairs, act out similar dialogues.



Reading

- 11 a. Read the title of the article. What do you expect to read in the article? What illnesses is an overweight person likely to suffer from?
- b. You are going to read an article about a woman named Kathy. Five paragraphs have been removed from the article. Choose from the paragraphs A–G the one which best fits each gap 1–5. There is one paragraph which you do not need to use. There is an example (0) at the beginning.

Kathy is on a special diet. She weighs 45kg and her target weight is 50kg. Very few people try to put on weight, but Kathy has a very good reason for eating more. She is recovering from the killer disease known as anorexia.

0 E

Kathy took those words to heart and began a diet which would last for the next twenty years of her life. She quickly lost a lot of weight and began to look too thin. Her mother was very worried and took her to see the doctor. "In those days, anorexia was not taken seriously," says Kathy. "The doctor just told me to go home and eat plenty of big dinners!"

1

Modelling didn't work out for Kathy, so, at the age of eighteen, she joined the police force. She continued to lose even more weight and soon her friends began to ask her if she was ill. "I thought they were jealous of me for being so thin," she smiles sadly, "but actually I looked awful."

2

When she was twenty-three, Kathy married an engineer named Steven. They had two children, David, who is now twelve, and Christine, who is ten. "I ate normally while I was pregnant," Kathy says, "but as soon as the babies were born, I started starving myself again." Soon she was down to a pitiful 30kg.

3

Then, one day, Kathy read a magazine article which changed her life. It was about a young woman who had died of cancer. "I suddenly realised that I had everything I could ask for and I was throwing it all away. While other people were fighting for their lives, I was killing myself with my eating disorder."

4

She has had a very good response from her talks, although it upsets her that many teenagers seem to believe that it is attractive to be dangerously thin. The fascination with celebrities and their weight is one issue that she feels very strongly about. "I believe that there is a link between media images and eating disorders. It makes me angry that the media only shows the positive side of thinness."

5

Kathy and her family are relieved and happy that she has managed to overcome her problem and now her main ambition is to prevent others from going through the same nightmare. "I am very lucky," she says. "A lot of people never recover from anorexia. Now, if I can save just one person from the horrors of eating disorders, it will make my experience seem worthwhile."

Dying to be Thin

- A When Kathy left school later that year, she began a modelling course. Unfortunately, this only made her problem worse. "Modelling was possibly the worst career I could have chosen," she admits. "I was surrounded by girls who were even thinner than me, and it made me feel terrible."
- B Kathy was still living at home with her family, so she found it difficult to go without food. Instead, she would eat and then make herself sick straight afterwards. "I realised that it was wrong," she says. "I didn't know what anorexia or bulimia were, but I knew that I had a problem. The trouble was I couldn't stop."
- C She feels that magazines not only fail to inform their readers about how celebrities stay so fashionably slim but also about the risks of excessive dieting. "I want children to understand that their health is more important than trying to conform to a certain image," said Kathy.
- D "All I ever ate was salad and apples," Kathy admits. "I drank water and black coffee and I used to run up and down the stairs trying to burn off the few calories I gained." But even though her bones showed through her skin and she was dangerously underweight, Kathy still believed that she was fat.
- E Kathy's problems began when she was sixteen years old. She had always been conscious of her figure, but had never thought of dieting until one summer's day at school. As she sat on a low wall in the playground enjoying an ice cream from the school canteen, a teacher jokingly told her that she would get fat if she ate too many sweets.
- F Thanks to the good advice her doctor gave her, Kathy was able to recover from her illness. She began eating healthy meals and stopped weighing herself. Soon she had put on ten kilos and was beginning to look like a healthy human being again.
- G At that very moment, Kathy made up her mind to get over her illness. She gave up exercising, stopped making herself sick and started writing a book about her experiences. She also gave a talk on eating disorders at her children's school. It was such a success that she was invited to visit other schools around the country.
- c. Read the article again. What role did advertising and career play in Kathy's obsession with her weight? What advice would you give to those suffering from anorexia?



Listening

- 12 You will hear a radio interview with a scientist who is talking about genetically engineered food. For questions 1–6, mark the sentences as **T**(true) or **F**(false).

- 1 Dr Stevens thinks that genetically engineered foods have several advantages.
- 2 In the US, 50% of all corn crops are genetically engineered.
- 3 Corn can be altered to produce a poison which kills caterpillars.
- 4 Killing caterpillars could put other animals in danger.
- 5 The only advantage of genetic engineering is that it makes farmers richer.
- 6 Genetic engineering could stop people from going hungry.

Communication: Shopping

- 13 a. Match the exchanges. Then in pairs, read the dialogue aloud.



- | A | B |
|-------------------------------------------------------|-------------------------------------------|
| 1 Good afternoon. What can I get you? | a Yes, have you got any green peppers? |
| 2 Two kilos. Here you are. Anything else? | b Oh, and a kilo of onions. |
| 3 Yes, these were brought in fresh just this morning. | c I'd like two kilos of potatoes, please. |
| 4 Of course. | d Yes, I think so. |
| 5 Is that all? | e Here you are. Thank you very much. |
| 6 That'll be £3.40 then, please. | f Oh, lovely. Could I have four, please? |

- b. Now use the prompts to act out a similar dialogue.

- mince / half a kilo / £2.10 a kilo
- lamb chops / a kilo / £3.50 a kilo
- steak / two kilos / £4.70 a kilo

Booking a catering company

- 14 a. Fill in the gaps with: **snacks, services, menu, bookings**. Then in pairs, read the dialogue aloud.

Caterer: Hello, Cathy's Caterers. How can I help you?

Woman: Oh, hello. I'd like to book your 1) for my daughter's party.

Caterer: When will you be holding the party?

Woman: On 25th June.

Caterer: That's fine. We don't have any other 2) for that day. Now, how many guests will be attending?

Woman: Around 50, I think. Most of them will be quite young. We've hired a magician to keep the children amused.

Caterer: Sounds like they won't want to sit down to eat.

Woman: It's a small party; 3) on trays is what I had in mind.

Caterer: OK, I'm sure we can come up with something special. I'll send you a 4) today and then you can pop in next week to discuss the details.

Woman: That's great. Thanks.

- b. Now use the prompts to act out a similar dialogue.

- golden anniversary party / 30th May / around 100 guests / all ages / hired a band / lots of dancing / stand-up buffet meal

Writing letters of complaint

Tip

When we write a letter of complaint, we use a formal style. We begin the letter with **Dear Sir/Madam**. In the **first** paragraph, we state our reason for writing. In the **second, third and fourth** paragraphs, we state our complaints and give justifications. We start a new paragraph for each point we want to complain about. In the **last** paragraph, we suggest the action which we think should be taken. We end the letter with **Yours faithfully**, and our full name.

• Analysing a Model Text

- 15 a. Read the letter and underline the correct linking words. Then, state the topic of each paragraph.

Dear Sir/Madam,

I am writing to complain about the service I received in your supermarket last week.

1) **Firstly/Furthermore**, I was unable to find the pet food section, so I asked one of your staff to help me. Instead of showing me to the right place, he simply shrugged and walked away.

2) **Then/However**, after standing in a queue at the checkout for over fifteen minutes, I reached the end only to be told by the cashier that her shift was over and I would have to join another queue.

As if that was not bad enough, when I finally managed to pay for my groceries, the cashier overcharged me.

3) **However/Despite**, when I pointed out her mistake, she did not apologise but was rude and unfriendly.

As you can imagine, I was extremely upset by the treatment I received and I will certainly not be shopping in your supermarket again. I hope that you will improve your staff training methods, and that your staff will be more polite and helpful to customers from now on.

Yours faithfully,
Mavis Edwards

- b. Read the letter again and replace the highlighted phrases with alternative ones.

• Style

- 16 a. Study the complaints below and match the mild complaints to the strong ones with the same meaning.

Mild complaints

- 1 ☐ I am writing in connection with ...
- 2 ☐ I believe I may be entitled to a ...
- 3 ☐ The treatment we received was a little disappointing ...
- 4 ☐ I hope that you will try to ...
- 5 ☐ In addition to this, ...
- 6 ☐ I am afraid that I probably will not ...

Strong complaints

- a I was extremely upset by the service we received ...
- b To make matters worse, ...
- c I am writing to express my strong dissatisfaction with ...
- d I can assure you that I will not ...
- e I demand a ...
- f I strongly recommend that you ...

- b. Rewrite the following mild complaints as strong complaints.

- 1 I feel I must complain about ...
- 2 I suggest that you improve your standards.
- 3 All in all, the whole experience was somewhat unsatisfactory.
- 4 I'm afraid to say that the service was not as good as might be expected.
- 5 If things do not improve in the future, I'm afraid I may be forced to take my business elsewhere.

• Analysing the Rubric

- 17 a. Read the rubric below and underline the key words.

You had a meal in a restaurant. However, you did not enjoy your meal due to a number of problems. Write a letter of complaint to the manager of the restaurant.

- b. Read the table and match the complaints to the justifications.

Complaints

- 1 ☐ Salad was not fresh. Vegetables had not been washed.
- 2 ☐ Apple pie was stale and dry.
- 3 ☐ Steak was tough and chewy.

Justifications

- A When I complained, the waiter brought me another steak which was as bad as the first one.
- B Waiter claimed that it had been freshly made that morning.
- C Found pieces of dirt on the lettuce leaves.

• Discuss & Write

- 18 Use the information in Ex. 17, as well as the plan below, to write your letter of complaint (120–180 words). You can use the letter in Ex. 15a as a model.

plan

Dear Sir/Madam

Introduction

(Para 1) Why are you writing the letter?

Main Body

(Paras 2–4) What are your complaints and justifications?

Conclusion

(Para 5) What action do you suggest should be taken?

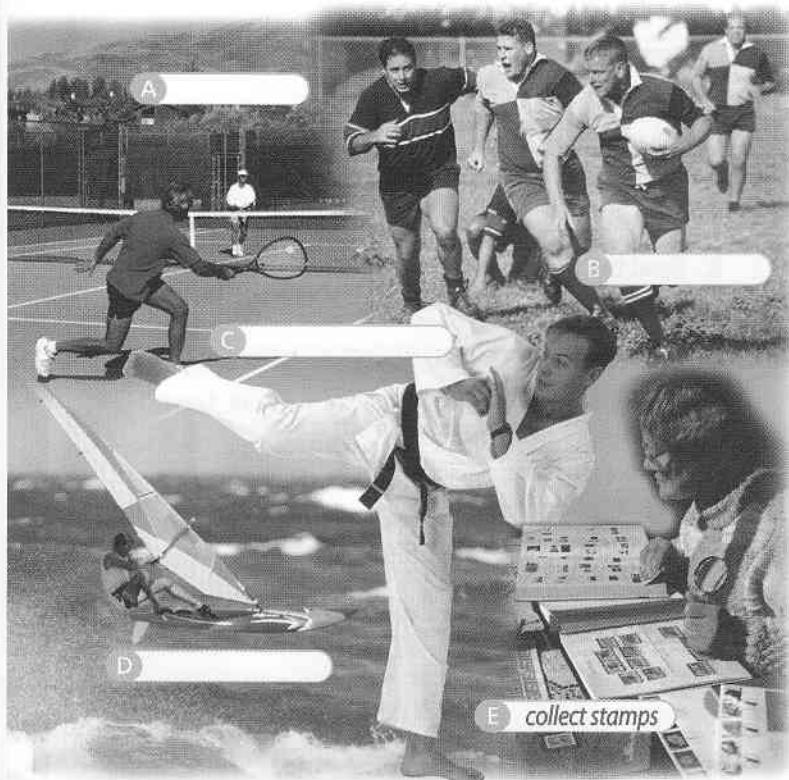
Yours faithfully

Your full name

Every Man to his Taste

Vocabulary

- 1 a. Look at the pictures and label the sports/activities, as in the example.



- b. How do you feel about the activities above? Use the expressions: *I am keen on, I don't fancy, I hate* etc, as in the example. You can add your own ideas.

I don't fancy collecting stamps.

- 2 Complete the sentences using the words in the list.

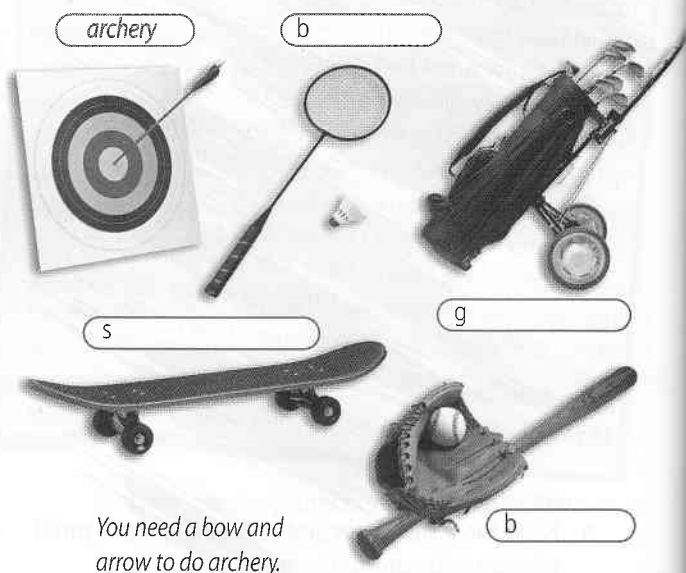
• lunacy • nerve-racking • instinct • elation
• altitude • interpretation • steadied • torrents
• paddles • high-risk

- 1 He always his canoe carefully along the dangerous river.
- 2 Some people think that doing extreme sports is sheer
- 3 His survival keeps him safe even in the most dangerous situations.
- 4 of water gushed into the river.
- 5 It was the most experience I've ever had!

- 6 She has never been at such a high before; I think she's going to faint.
- 7 I feel a sense of whenever I do something well.
- 8 His of the problem is quite different to mine.
- 9 He himself at the top of the ski slope before pushing himself off.
- 10 Extreme kayaking is a sport.

- 3 Label the pictures, then use the prompts to make up sentences as in the example.

• bow • arrow • racquet • shuttlecock • clubs • ball
• skateboard • bat • ball

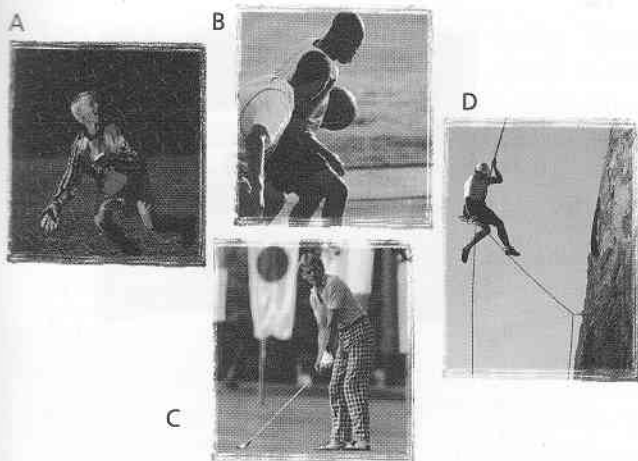


You need a bow and arrow to do archery.

- 4 Circle the correct response.

- 1 A: Excuse me, waiter. Could you bring us the bill, please?
B: a Certainly, sir.
b Let me see.
- 2 A: Would it be OK if Sharon stayed for dinner?
B: a That would be right.
b Of course.
- 3 A: Would you mind if I came in late tomorrow? I have to go to the bank.
B: a I'd rather you went.
b Actually, I need you to come in early.
- 4 A: Would you mind if I opened the window?
B: a I'd rather you didn't.
b Actually, I did.
- 5 A: Would it be OK if I borrowed your new CD player?
B: a Sorry, I'll be using it.
b I'm afraid I'm not.

- 5 a. Identify the sports in the pictures. Then match them to the speech bubbles.



1 Sometimes it can be a little frustrating, when your ball lands in a bunker, a bush or a pond. Generally though, it's a very relaxing way to spend an afternoon.

2 When things get difficult you have to focus on the summit and picture yourself standing there. Then anything is possible.

3 It's all about team work. There's no point in having the best goal-scorer in the league if the defence isn't playing well. If we're going to win a big match, then every player needs to do their bit.

4 I'm tall and I'm a good jumper and shooter but that isn't enough for me. I don't want to be a good player, I want to be the best, the next Michael Jordan, nothing else will do.

- b. Use the adjectives below to make up sentences, as in the example.

• ambitious • determined • co-operative • patient

You need to be co-operative to play football.

- 6 Tick the correct preposition, then make sentences using the phrases, as in the example.

	to	of	with	in	at
sentenced	✓				
typical					
satisfied					
short					
specialise					
shocked					

He was sentenced to two months in prison.

- 7 Match column A to column B, then use the completed phrases to complete the sentences.

A	B
run	rain or shine
come	the wind out of one's sails
second	shave
close	off one's feet
hit	the road
take	to none

- We'd better soon if we want to get there on time.
- There were so many customers in the shop that the sales assistants were
- When Jane lost her job, it really
- Every Sunday we go to the beach,
- Your mum makes the best desserts, her lemon tart is
- I had a really on the way over here; a car nearly ran me over as I was crossing the road.

- 8 Complete the sentences with two to five words, including the words in **bold**. Do not change the meaning of the original sentence.

- I find that I get more tired looking after the children than I do working in an office.
exhausting I find looking after the children a lot in an office.
- You mustn't give up, things will get better soon.
towel Don't things will get better soon.
- Linda didn't take long to get used to her new job.
ropes It didn't take Linda long at her new job.
- Visiting the Eiffel Tower was the most exciting part of my trip to Paris.
highlight The to Paris was visiting the Eiffel Tower.
- Most of my relatives were in the entertainment business, so acting came naturally to me.
blood Acting was because most of my relatives were in the entertainment business.
- Joe always cheers me up whenever I get depressed as he's got such a positive attitude.
optimistic Joe is so manages to cheer me up whenever I get depressed.

9 Read the following review and fill in the missing words.

- soundtrack • classic • stars • performances
- novel • screen • office • character

Next weekend, the Rex is giving you another opportunity to catch *High Fidelity*. This witty film is based on the best-selling 1) by Nick Hornby and 2) John Cusack.

Cusack's 3), Rob, is a record shop owner who spends most of his time discussing lists of his favourite records. It is impossible not to enjoy this touching film. Excellent 4) from the whole cast and, as would be expected, a fantastic 5) make *High Fidelity* a modern 6)

If you missed it first time around, or you just want to enjoy it on the big 7) again, then you can book tickets in advance by calling our box 8) on 0168 350 467. There will be showings at 8.30pm and 11.00pm on both Saturday and Sunday.

10 Fill in the missing verbs to complete the sentences.

- 1 We all went to the airport so that we could Joe off.
- 2 The police caught the bank robbers away from the scene of the crime.
- 3 John up his own business when he was 30.
- 4 Many birds fly south before winter in.
- 5 They've decided to aside some money so that they can buy a new car.
- 6 We into Gordon at the shopping mall.

11 Fill in the correct word, then make sentences using the phrases.

- sporting • smash-hit • national • phone • present
- magic

- | | |
|--------------------|---------------|
| 1 message | 4 tunes |
| 2 to a prize | 5 trick |
| 3 anthem | 6 event |

12 Fill in: *win*, *gain* or *earn*.

- 1 a prize; 2 experience; 3 an election; 4 weight; 5 a war; 6 control; 7 praise; 8 a living

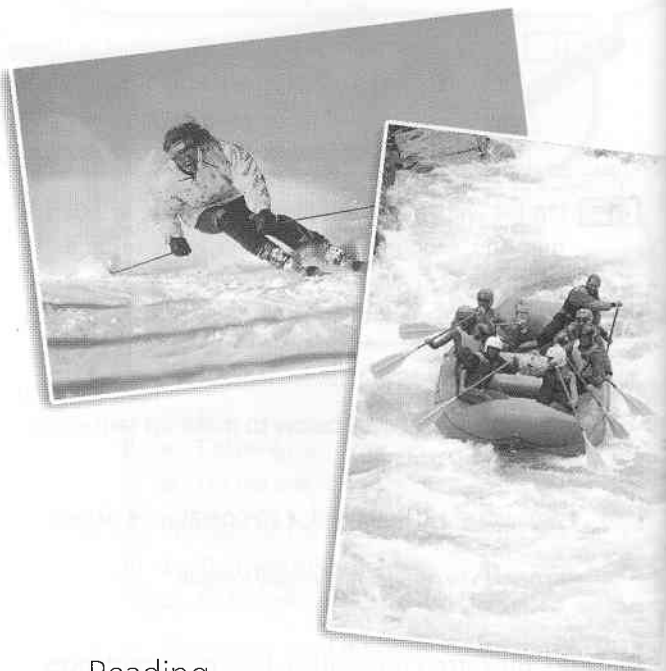
Speaking

13 a. Look at the picture and complete the dialogue.



- A: 1)?
 B: He's doing a bungee jump.
 A: 2)?
 B: If I were him, I'd feel 3)
 A: Have you 4)?
 B: No, never.
 B: What sports do you like?
 A: 5)

b. Look at the pictures and in pairs act out similar dialogues.



Reading

14 a. Look at the title of the article and the picture. What does Tony do? What kind of treasure do you think he seeks? Read the article and check your guesses.

- b. Read the article again. Seven sentences have been removed from the article. Choose from the sentences A–H the one which best fits each gap 1–6. There is one sentence which you do not need to use. There is an example (0) at the beginning.

TONY THE TREASURE SEEKER

Tony McKenzie has a rather unusual hobby. Every Saturday and Sunday, he gets up at six o'clock in the morning, packs some sandwiches and a flask of tea into a backpack and heads out to the fields behind his house with his favourite toy – a metal detector.

"We bought him the metal detector for his fortieth birthday," says his wife Carol. "He had always wanted one, but we never realised he would use it as much as he does!"

0 D

Many of us find it difficult to understand how wandering around in a muddy field for hours on end can possibly be enjoyable, but Tony says that there is nothing he would rather do. He doesn't like football or fishing, but when he is out and about with his metal detector, he feels as though nothing else matters.

1 "He usually finds silly little things, like tin cans and pieces of machinery," laughs Carol. "Whatever he finds, he brings home, cleans, and keeps in a special box which he has in the garage. The children think he is crazy."

However, Tony's family may now have to admit that his pastime is not quite so silly after all. After years of uncovering worthless items, Tony has finally achieved every treasure seeker's dream and found something rather special buried in the ground. His great discovery was a little figure of a horse which may be worth thousands of pounds.

"I'll never forget the day I found my first piece of real treasure," smiles Tony. "I was in a field I'd never been to before. 2 Then, just as I was about to give up and go home, I picked up a signal."

Tony immediately felt very excited and began digging in the damp earth. Suddenly, he saw a tiny metal shape, covered in mud. "When I scraped off the dirt, I could see that it was a tiny horse," says Tony. "It was beautifully made and looked very old. I didn't want to get my hopes

up, but I felt sure it must be valuable."

3 "When I took it to the museum to have it valued, I got a huge surprise," he laughs. "I would have been overjoyed if the figure had been worth a hundred pounds or so. I never imagined for a minute that it would be valued at over £60,000. That's like a lottery win! It's unbelievable!"

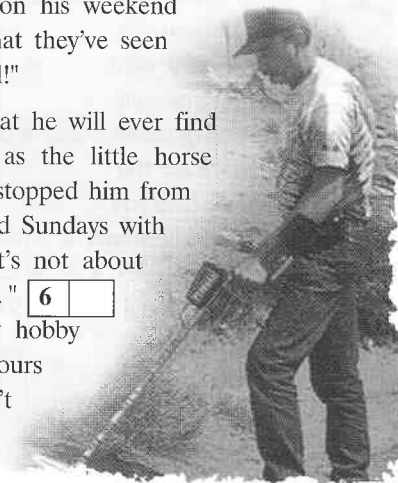
4 Nothing as old or as well-preserved has been found in Britain before, because most statues from around that time were destroyed back in the 16th century.

Tony took the statue to the British Museum in London, where historians were amazed to see such a rare artefact in such good condition. The British Museum decided to purchase the statue from Tony and display it to the public.

What does Tony plan to do with his new-found wealth? "Well, actually, I'm not as rich as you might think," he chuckles. "When a piece of treasure is dug up on someone else's land, half of the value goes to the person who found it, and the other half goes to the landowner. 5 I'm planning to buy Carol a new car and take the family on a wonderful holiday."

Will Tony be taking the metal detector away with him? "No way!" says Carol. "We won't be teasing him as much about his hobby anymore, but I will insist that we have a holiday from it for a while and spend some time together as a family. Mind you, I think the children will be more keen to keep Tony company on his weekend treasure hunts now that they've seen that they can be fruitful!"

Tony doesn't think that he will ever find anything as amazing as the little horse again, but this hasn't stopped him from enjoying Saturdays and Sundays with his metal detector. "It's not about money for me," he says. 6 I'll never give up my hobby because it gives me hours of pleasure. You can't put a price on that!"



- A I ended up with about £30,000, which is still a big windfall for me.
- B Even Tony's wildest dreams could not have prepared him for the truth, though.
- C So, what kind of 'treasure' does Tony find on his expeditions to the local countryside?
- D He spends every weekend searching for buried treasure, whatever the weather.
- E Tony's children used to wish that their dad would give up his strange hobby.
- F I'd been searching all day, but the only things I'd managed to dig up were a few bits of rubbish.

- G I just love finding things, no matter what their value might be.
- H The experts who valued Tony's find, told him that it was a very precious 12th century statue which had great historical importance.

c. Answer the questions.

- 1 How does Tony feel about his hobby? Why?
- 2 What do you think about his hobby? How much does it match your personality?
- 3 Name some other unusual hobbies.

Listening

- 15 You will hear five people talking about extreme sports. For speakers 1–5, choose from the list A–F which statement applies to which speaker. There is one extra letter which you do not need to use.

Which speaker:

- | | | | |
|---|----------------------------------------------|---------|---|
| A | prefers not to be part of a team? | Speaker | 1 |
| | | Speaker | 2 |
| B | has been injured? | Speaker | 3 |
| C | no longer participates? | Speaker | 4 |
| D | has been filmed doing an extreme sport? | Speaker | 5 |
| E | likes to enter competitions? | | |
| F | only asks close friends to be on their team? | | |

Communication: At the Doctor's

- 16 a. Match column A to column B, then in pairs act out the dialogue.

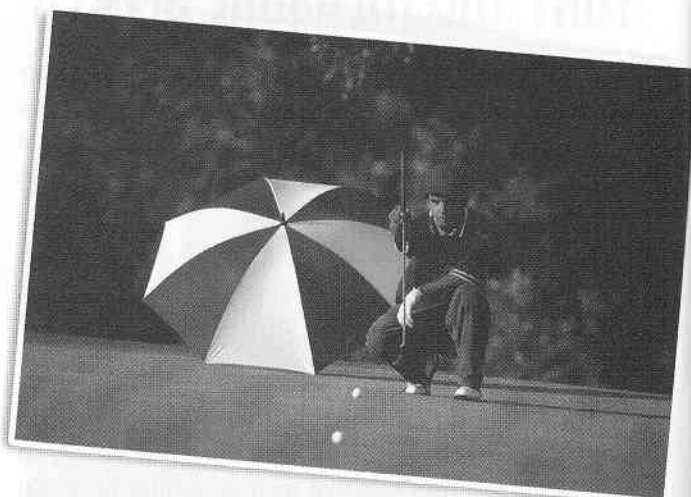
- | A | B |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 Now, then. What seems to be the problem? | a Is it a bad break? |
| 2 Hmm ... let's have a look at you. Yes, I think you're right. | b OK. Thank you doctor. |
| 3 We can't be sure until we get it X-rayed. I'll ask the nurse to take you down to the X-ray room now. | c My arm hurts terribly. I think I've broken it. |
| 4 Well, then you'll come back here and I'll put your arm in plaster for you. | d Oh, alright. And what will happen after that? |

- b. Now use the prompts to act out similar dialogues.

- ankle / sprained it
- wrist / fractured it

Joining a Club

- 17 a. Fill in the missing sentences, then in pairs, read the dialogue aloud.
- By the way, do you have a professional available for lessons?
 - And how much does membership cost?
 - And what does that include?



Man: Hello. We're interested in joining the golf club. Can you tell us what we have to do, please?

Receptionist: Well, you pay a joining fee and then there is an additional annual charge.

Man: 1)

Receptionist: Daily access to the club, your own locker, plus the use of the other facilities such as spa, sauna and café.

Man: 2)

Receptionist: It's all in this brochure. Why don't you have a look and think about it?

Man: Thank you, that's a good idea. **3)**

..... Neither of us have ever played golf before.

Receptionist: We do have tutors, but there is an extra charge for lessons. You can read about that in the brochure, too.

Man: Great. Thank you for your help.

- b. Use the prompts to act out a similar dialogue.

join gym / pay joining fee / additional monthly fee / access to all the equipment, including pool and Jacuzzi / trainers? / extra charge for training sessions

Writing a news report

TIP

When we write a **news report**, we always give it a **short, eye-catching headline**. In the **introduction**, which summarises the event, we give information about the time, place and people involved. In the **main body**, consisting of two or more paragraphs, we describe the event in more detail, including information about the incidents and people involved. In the **conclusion**, we write people's comments on the event and/or action(s) to be taken. The language we use in news reports is descriptive with frequent use of the passive voice.

• Analysing a Model Text

- 18** Read the news report below and put the paragraphs in the correct order.

A Tony Morris, 34, was driving a blue Ford Escort when he turned the corner and crashed into a minibus travelling in the opposite direction. A passer-by who witnessed the accident said that the minibus had been moving at almost twice the legal speed limit.

B A policeman at the scene commented that the street lighting in the area was not up to standard and that the council should expect more accidents in future if they did not make improvements.

C A man was seriously injured in a collision at the corner of Main Street and Green Road in Riverton late yesterday evening.

D Mr Morris was on his way to meet friends in a restaurant when the accident happened. He is said to be making a quick recovery at Riverton County Hospital. The driver of the minibus escaped unharmed, but has been charged with dangerous driving.

- 19** Now read the news report again and choose the most suitable headline.

- A Dangerous Driver Injured
- B Accident at Main and Green
- C Poor Street Lighting

• Direct/Reported Speech

- 20** a. Underline the reported speech in the news report in Ex. 18, then rewrite the sentences as direct speech.

- b. Change the direct speech below into reported speech.

- 1 "The boys are lucky to be alive. They behaved very bravely," said the policeman.
- 2 "The fire could have been prevented. People should be much more careful," said the fire fighter.
- 3 "I am very grateful to the police for all their help. They have been wonderful," said Mrs Willis.
- 4 "I would like to give the children a reward. I thought I would never see my cat again," said Miss Carter.
- 5 "That necklace is worth a fortune. I am so glad it was found in one piece," said Lady Hamilton.
- 6 "These men belong behind bars. They have caused an unbelievable amount of damage," said the policeman.

• Headlines

- 21** Read the extracts from the news reports and match them to the headlines. There is one extra headline which you do not need to use.

- 1 Factory Goes Up In Flames
- 2 Missing Jewels Found
- 3 Local Shopkeeper Wins Lottery
- 4 Clever Burglars Arrested at Last


A Clive Warner, 57, was celebrating last night after winning over £60,000 in the National Lottery draw. Mr Warner, who runs Warner's Hardware in Field Road, Barton, was stunned when his numbers came up on the screen ...

B A fire broke out last night at a factory in Drayford, causing several thousand pounds worth of damage. The fire was believed to have started when an overheated piece of machinery set light to a pile of rubbish ...

C A diamond necklace belonging to Lady Hamilton of Wrexham Manor was recovered yesterday morning by two young children. Jamie Harper, 6, and Lucy Newton, 7, were playing in a field near their home when they uncovered the £5,000 piece of jewellery ...

• Discuss & Write

- 22** a. Read the rubric and answer the questions in the plan.

-  You are a reporter at your local newspaper. You have been asked to write a news report for the missing headline in Ex 21.



Headline

Introduction

- (Para 1) *What happened? When and where did it happen?*

Main Body

- (Paras 2-3) *What other information should you tell the reader about the incident/people involved?*

Conclusion

- (Para 4) *What comments were made about the incident? What future action will be taken?*


- b. Write a news report for the missing headline in 120-180 words using the plan and the text in Ex. 18 as a model.

Spread the News

Vocabulary


- 1 a. Complete the headlines with the correct word.

1



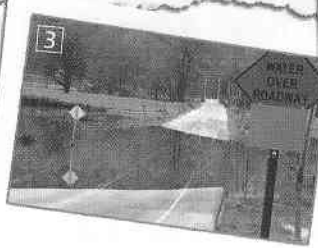
Hurricane causes severe damage to coastal areas in Hawaii.

2




20 people feared missing or dead after massive in LA.

3



Roads turn into rivers in Southern US due to major

4



Local residents forced to abandon their homes as erupts on Montserrat.

- b. In pairs, use the headlines to ask and answer, as in the example.

A: Did you hear about the hurricane in Hawaii?
 B: No, what happened?
 A: The paper says it caused severe damage to coastal areas.

- 2 Cross out the odd word.

- 1 **flood:** bank - fire - river - rain
 2 **volcano:** eruption - evacuation - water - mountain
 3 **car accident:** collide - winds - pile-up - motorway
 4 **arson:** flames - fire - waves - smoke

- 3 a. The people below are reading the newspaper. What section are they reading: entertainment? business? sports? local news? horoscopes? international news?

1

The World Health Organisation will hold a meeting to discuss the effects of tobacco on public health.

2

This is definitely one of the best films to come out of Hollywood this year.

3

The recent increase in oil prices has had a negative effect on the stock market.

4

A new sports and entertainment complex is to be built next to Brentwood shopping centre.

5

Manchester United won the FA Cup.

6

Gemini: Not a good day to make a financial investment. You will hear from an old friend, but do not mistake friendship for romance.

- b. Name three more newspaper sections.

- 4 Replace the words in bold with the words below.

• ending • script • plot • enjoyable • cast

- 1 The **written** version of the film was excellent.

 2 The film had a poor **finish**.

 3 The **people** who acted in the film gave great performances.

 4 The **story** was rather complicated and hard to follow.

 5 The film was certainly **something** we all liked.

- 5 Tick the correct preposition, then make sentences using the phrases, as in the example.

	about	to	of	for
vote				✓
worry				
capable				
get used				
valid				
exchange				

Will you vote for me in the meeting?

6 Fill in the correct word

- vouch • after • download • ears • bring • cut
• vote • showed • compromise • valid

- I don't know who to for in the next election.
- Her children out the best in her.
- He takes his father. They are both talented musicians.
- Management was forced to take a in pay.
- We waited for over an hour but Janet never up.
- This ticket is for six matinee performances.
- I need to these files onto my laptop.
- The peace talks went on for three days before a could be reached.
- I have known Bill for many years, so I can for his honesty.
- When I told him about my idea to start a business, he was all

7 Underline the correct word.

- He was offered a job at the local fast food restaurant, but he turned his nose **up/down** at it.
- She had only been working at the hotel for two days, so she was still wet behind the **eyes/ears**.
- She insisted on buying a designer wedding dress, so her father had to pay **through/in** the nose for it.
- She was walking past the jeweller's shop when a stunning diamond bracelet **caught/glimpsed** her eye.
- My passport is only **valid/correct** for ten years, then I have to get it renewed.
- I would like a job which involves travel but, on the other **hand/side**, I wouldn't want to be away from my children.
- That was **especially/undoubtedly** the best film we've ever seen.
- Just because he graduated from university, he thinks he can **look/see** down his nose at the rest of us.

8 Circle the correct response.

- A: I've got the most amazing news. I've just been accepted into medical school!
B: **a** Are you sure?
b Really? That's wonderful!
- A: You'll never believe who came round yesterday!
B: **a** Tell me.
b I won't tell a soul.

- A: Did you hear that Frank is moving to Canada?
B: **a** Are you sure?
b That's fine.
- A: Guess what! It's a holiday tomorrow, so we don't have school.
B: **a** That's fine.
b No, really?
- A: Don't tell anyone I told you, but Jim is going to ask Liz to marry him.
B: **a** I won't tell a soul.
b No problem.
- A: I'm sorry I'm so late.
B: **a** Tell me.
b No problem.
- A: We'll meet outside the cinema.
B: **a** Okay. See you there.
b That's fine. Where?
- A: I'm calling about the party on Saturday.
B: **a** Great! Where shall we go?
b I'm sorry. I can't make it.

9 Match the words in column A to the words in column B, then use the expressions to complete the sentences.

A	B
special	used to
latest	than meets the eye
get	the market
there's more to it	news
on	effects

- The new computer game will be in June.
- The in *Star Wars* were amazing.
- I'm afraid you'll just have to the new layout.
- I always read the morning paper to keep up with the
- The whole story is very strange. I think

10 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- Many experts say that electronic books will be used much more in the future,
predicting Experts more and more people will use electronic books in the future.
- In the future, the Internet will provide for the needs of more users than ever before.
cater In the future, the Internet will than ever before.

- 3 They will have to think of a way to solve the problem soon.
come They will have
 a way to solve the problem soon.
- 4 The number of people working at the company has been cut in half since February.
halved The number of people working at the company
 since February.
- 5 To many people, this means that a new type of computer game is coming.
arrival To many people, this means
 a new type of computer game.
- 6 Electronic publishing is an industry that is growing very fast at the moment.
booming Electronic publishing
 at the present time.
- 7 Would you like to replace your newspaper with a computer screen?
exchange Would you like to
 a computer screen?

Speaking

- 11 a. Look at the picture and complete the dialogue.



- A: Where 1)?
- B: It might be in 2)?
- A: What 3)?
- B: I can see trees. One tree 4)?
- A: How did it 5)?
- B: 6)?
- A: Have you ever experienced 7)?
- B: 8)?

- b. Look at the picture and in pairs act out a similar dialogue.



Reading

- 12 a. In pairs, think of words related to the circus. Compare your list to that of another pair.
- b. Look at the subheadings and think of two questions you would like to ask about each circus. Read the article and see if you can answer them.
- 13 a. Read the article again. For questions 1–13, choose from the circuses A–D. Each circus may be chosen more than once. When more than one answer is required, these may be given in any order.

According to the article which circus(es):

- | | |
|----------------------------------------------------------------|-------------------------------------------------------|
| includes cultural elements from its home country in its shows? | 0 <input type="checkbox"/> D <input type="checkbox"/> |
| has been run by the same family for many years? | 1 <input type="checkbox"/> |
| has performers which can be hired for special occasions? | 2 <input type="checkbox"/> |
| are run for a good cause? | 3 <input type="checkbox"/> 4 <input type="checkbox"/> |
| organises many different circus shows at once? | 5 <input type="checkbox"/> |
| doesn't have professional performers? | 6 <input type="checkbox"/> |
| include comedy in their shows? | 7 <input type="checkbox"/> 8 <input type="checkbox"/> |
| has toured three different continents? | 9 <input type="checkbox"/> |
| includes trained animals in its shows? | 10 <input type="checkbox"/> |
| has encouraged other groups to copy its success? | 11 <input type="checkbox"/> |
| has music specially written for its shows? | 12 <input type="checkbox"/> |
| doesn't charge for entrance to the circus? | 13 <input type="checkbox"/> |

Let's have fun



A Ringling Bros. and Barnum and Bailey

The Ringling Bros. and Barnum and Bailey circus is everything you would expect a circus to be, with all the clowns, acrobats, and performing animals that you could imagine. This is hardly surprising since the circus is a family business that dates back more than 130 years. The computerised light and sound show might be right up to date but other aspects of the show have hardly changed at all for more than a century. Audiences today are just as impressed as ever by Sara and her trained tigers, the troop of eight performing elephants, and the gravity defying tricks of the high wire artists. And if all this isn't enough, then there are the clowns who always have the audience roaring with laughter at their comedy routines. A visit to the Ringling Bros. and Barnum and Bailey circus certainly makes for a night to remember. After all, it is, as the organisers describe it, 'The Greatest Show On Earth®.'

What's more, you can even hire performers from the Big Apple Circus to perform

at your school, business or party. The organisation also puts on a special show each year for deaf and blind children called 'Circus of the Senses®'. However, the founders Paul Binder and Michael Christensen are most proud of their 'Big Apple Circus Clown Care Unit®'. In this programme, specially trained clowns entertain critically ill children in twenty-one hospitals around the United States. As Christensen says, "A child's natural need to laugh can get lost in the tangle of hospital procedures." With their shows, which include red nose transplants and chocolate milk transfusions, the Big Apple clowns try to bring laughter back to these children.

B Cirque du Soleil

Cirque du Soleil was founded by a group of friends in Canada in 1984, and since then it has gone from strength to strength. This is not a traditional circus as there are no animals involved in the show, just a unique mix of breathtaking acrobatics, tumbling gymnastic displays, masterful juggling and impressive contortionists. Cirque du Soleil started as a small show which toured Quebec in Canada, but due to its huge popularity it has grown tremendously. Today the company organises up to eight shows at any one time all around the world, and employs 2400 people. They have three permanent circuses in specially designed buildings, two in Las Vegas and one in Disney World in Florida, and their other shows tour the US, Asia and Europe. The organisation employs the best composers and costume designers, so that each of the shows has its own dramatic musical score and fantastic costumes which bring people back to see the shows again and again. Since that humble beginning in 1984, almost 30 million people have enjoyed one of Cirque du Soleil's original and entertaining shows.

D Circus Ethiopia

The first show that Circus Ethiopia put on in Addis Ababa in 1991 was a very simple affair. A few ropes were tied together to form the ring and a car stereo provided the sound. However, the free show which was put on by a group of school children, who performed some acrobatics, juggling and tight rope walking, was a huge success. Now, the free Sunday show has become a tradition in Ethiopia's capital and can attract up to 5000 spectators. Marc La Chance, a Canadian teaching in Addis Ababa, wanted to give the children that he worked with a brighter future. He came up with the idea of Circus Ethiopia after teaching some children in his neighbourhood basic circus skills. Since then, the idea has spread and spread and now nine other cities in Ethiopia have their own version of the circus, which are supported by international charities. Thousands of school children are involved with the circus, where they are provided with food and tutors to make sure they don't miss out on their education. They are also encouraged to teach at a circus school, which allows them to earn an income. The shows that they put on have developed over the years, and now many traditional Ethiopian dances and songs are included in their routine giving Circus Ethiopia its own unique circus style.

C The Big Apple Circus

The Big Apple Circus is a non-profit organisation based in New York and dedicated to raising money and working with sick children. The circus organises a traditional show under a big top in New York. They have also put on shows in US cities such as Boston and Washington.

b. Are there any circuses in your country? Choose one and talk about it.

Listening

- 14 Listen to a man making a statement about an accident he has just witnessed. For questions 1-9 complete the notes.

Name of Witness: 0

Address of Witness: 1 Vine Street.

Occupation of Witness: 2

At the time of the accident he was

3

Saw tour bus pulling out of 4

Saw red car speeding 5

Red car crashed into 6

Driver of red car 7 at the bus driver.

Witness is prepared to 8 to make a statement.

Police can call witness 9

Communication: At the newsagent's

- 15 a. Match the exchanges, then, in pairs, read the dialogue aloud.



- 1 ☐ Excuse me. Do you have any TV magazines?
- 2 ☐ Oh dear, I knew I should have bought one yesterday.
- 3 ☐ Oh, really? I'll take a newspaper, then.
- 4 ☐ Oh, the Daily Mail will be fine.

- A Certainly, sir. Which one would you like?
- B No, I'm sorry. We've sold out.
- C Here you are, then. That's 50 pence, please.
- D Well, there's a TV guide in most of the newspapers, if that's any use.

- b. Now use the prompts to act out a similar dialogue.

- Crossword puzzle books / Crosswords in some of the magazines / *Take a Break* / 60 pence

At the library

- 16 a. Fill in the gaps with: *due, fine, owe, overdue*, then, in pairs, read the dialogue aloud.



- A: Hello, I'm returning these **books**.
- B: Right. Oh dear. They're a bit 1)
- A: I know. I **was on holiday** and I forgot about them.
- B: Well, you'll have to pay a small 2)
- A: Alright. How much do I 3)
- B: Let me see. **Four books ... that'll be £2.**
- A: OK. Here you are. And I'd like to **take this book out**, please.
- B: Right. This one is 4) **back on the 27th of this month.**
- A: Thank you.

- b. Now use the prompts below to act out a similar dialogue.

- videos / was ill – forgot about them / two videos - £6 / take this video out / due back in a week

Writing a review

Tip

When we write a review of a book, film or play, we usually write four paragraphs. In the **first paragraph**, we summarise background information such as the title, name of the author/director, type, setting, etc. In the **second paragraph**, we summarise the main points of the plot in chronological order. In the **third paragraph**, we usually include general comments on the plot, main characters, the acting/ directing/writing, etc. Finally, in the **last paragraph**, we write our recommendation, positive or negative, giving reasons to support it.

We usually use present tenses. We also use a variety of adjectives to make our review more inviting to the reader.

- Analysing a Model Text

- 17 Read the book review and match the paragraphs to the topics.

- 1 ☐ Recommendation
- 2 ☐ Background information
- 3 ☐ Main points of plot
- 4 ☐ General comments



Harry Potter and the Goblet of Fire

A *Harry Potter and the Goblet of Fire*, by JK Rowling, is an excellent story **which takes place in** Britain. **This thrilling**

book is about Harry Potter, the teenage wizard, and is the fourth book in the famous Harry Potter series.

B **The magic begins** as Harry is about to return to Hogwarts school for his fourth year of education as a wizard. This year, there is a new interest for the students. Headmaster, Albus Dumbledore, announces that the exciting but dangerous Triwizard Tournament – a series of tasks for three chosen wizards to complete – will take place at Hogwarts. Harry has to take part, even though it may mean risking his life.

C **The book is well-written**, with realistic and entertaining dialogue. Its range of characters, from the funny to the frightening, are so believable that you will feel as though you are at Harry's side as he experiences greater adventures than ever before.

D **Don't miss the chance to read** this fascinating and imaginative story. Its plot is guaranteed to keep you turning the pages. *Harry Potter and the Goblet of Fire* has to be read to be believed!

- 18 a.** Look at the list below. Which phrases refer to books? films? both?

Background

- The film/book is set in
- The film/book tells the story of
- The book/novel was written by
- It is a comedy/horror film/love story.
- The film is directed by

Main Points of the Plot

- The story concerns/is about/begins
- The plot is (rather) boring/thrilling.
- The plot has an unexpected twist.

General Comments

- It is beautifully/poorly/ badly written.
- The script is dull/exciting.
- The cast is excellent.
- The hero of the story is played by
- The film is full of breathtaking scenes.

Recommendation

- Don't miss it. It is well worth seeing.
- I wouldn't recommend it because
- I highly/thoroughly recommend it.
- It's bound to be a box-office hit.
- It is a highly entertaining read.
- It's a bore to read.

- b.** Read the review in Ex. 17 again and replace the phrases in bold with appropriate phrases from the list.

- 19 a.** Use the adjectives below to complete the table.

- brilliant • fantastic • pleasant • fine • dull
- nice • wonderful • superb • marvellous
- unexciting • uninteresting

*** excellent	brilliant,
** good	.....
* boring	.....

- b.** Use the adjectives from Ex. 19a and phrases from Ex. 18a to write a positive or negative recommendation for the following films.

- 1 Dr Dolittle (Comedy) ***
Dr Dolittle is a fantastic comedy. Don't miss it!
- 2 Ghost Train (Thriller) ***
- 3 Chain of Fools (Comedy) **
- 4 Star Wars (Science Fiction) ***
- 5 The Story of Us (Romance) **
- 6 Fear City (Horror) *

- Discuss & Write

- 20 a.** Read the rubric below and answer the questions in the plan.

- Your teacher has asked you to write a review about a film you have recently seen for your school magazine. Write your review, giving a brief summary of the plot and saying why you think others might enjoy it.



Introduction

- (Para 1) Background information
What is the title of the film?
Who plays the hero of the story?
What type of film is it?
Where is it set?

Main Body

- (Para 2) Main points of the plot
How does the story begin?
Who are the leading characters?
What are the most important points of the story?
- (Para 3) General Comments
What can you say about the cast/special effects/scenes?

Conclusion

- (Para 4) Recommendation
Why did you like the film?
Would you recommend it to other people?

- b.** Write your review in 120-180 words. You can use the plan and the review in Ex. 17 as a model.

Present Simple

We use the present simple:

- for permanent states. *Tom **works** for a construction company.*
- for daily routines, repeated and habitual actions. *He **plays** tennis twice a week.*
- for general truths and laws of nature. *The sun **sets** in the west.*
- for timetables and programmes. *The first flight to London **leaves** at 9 am.*
- for sporting commentaries, reviews and narrations. *Gerrard **intercepts** and **passes** it to Heskey.*

Time expressions used with the present simple:

usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays etc.

Present Continuous

We use the present continuous:

- for actions taking place at or around the moment of speaking. *Tina **is doing** her homework at the moment.*
- for fixed arrangements in the near future. *I'**m going** to the dentist tomorrow. (I've already booked an appointment.)*
- for currently changing and developing situations. *The number of burglaries **is increasing**.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *You'**re always forgetting** to close the door.*

Time expressions used with the present continuous:

now, at the moment, at present, these days, nowadays, still, today, tonight etc.

Note:

- Always + present simple → "every time"
*I **always have** breakfast before I go to work.*
- Always + present continuous → "all the time" – "too/very often"
*You'**re always complaining**!*
- We cannot use **never ... again** with the present simple.
*I'**m never going camping** with you **again**.* (NOT: ~~I never go camping with you again.~~)

Present Perfect

We use the present perfect:

- for an action which started in the past and continues up to the present, especially with stative verbs such as *be*, *have*, *like*, *know*, etc. *I **have known** Dave for years.*
- for a recently completed action whose result is visible in the present. *A new French restaurant **has just opened** in Bridge Street. We're going there for dinner tomorrow.*
- for an action that happened at an unstated time in the past. The emphasis is on the action. The time that it occurred is unimportant or unknown. *I **have only visited** Portugal once. (When? Unstated time.)*

Time expressions used with the present perfect:

for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc.

Present Perfect Continuous

We use the present perfect continuous:

- to put emphasis on the duration of an action which started in the past and continues up to the present, especially with words and expressions such as **for, since, all morning/day/year** etc. *The boys **have been playing** football for hours.*
- for an action which started in the past and which lasted for some time. The action may still be continuing or have finished already with the result visible in the present. *Ken is really tired. He **has been working** hard all week.*
- to express anger, irritation, or annoyance. *They **have been listening** to that loud music all night.*
- for repeated actions in the past continuing to the present. *I **have been taking** Spanish lessons at night school.*

Note: with the verbs **live, work, teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. *He **has taught/has been teaching** at the school for more than twenty years.*

Time expressions used with the present perfect continuous:

for, since, how long, lately, recently

Note:

- **already** is used in statements after the auxiliary verb and in questions after the main verb. *I **have already finished**. Have you finished **already**?*
- **yet** is used in negative sentences after a negative contracted auxiliary verb or at the end of the sentence. *She **hasn't yet finished** the report. She **hasn't finished** the report **yet**.*
- **still** is used in statements and questions after the auxiliary verb or before the main verb. *I **am still painting** the house. He **still lives** in Hong Kong.* However, **still** comes before the auxiliary verb in negations. *She **still hasn't finished** her homework.*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so they do not have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, taste, feel, look, sound** etc); *I **can hear** the train approaching.*
- verbs of perception (**know, believe, understand, realise, remember, forget** etc); *I **understand** what you are saying.*
- verbs which express likes and dislikes (**like, love, hate, enjoy, prefer** etc); *The children **enjoy** reading.*
- and some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, weigh, wish, have, keep** etc). *That car **belongs** to Joe.*

Some of these verbs are used in continuous tenses when they describe actions rather than states.

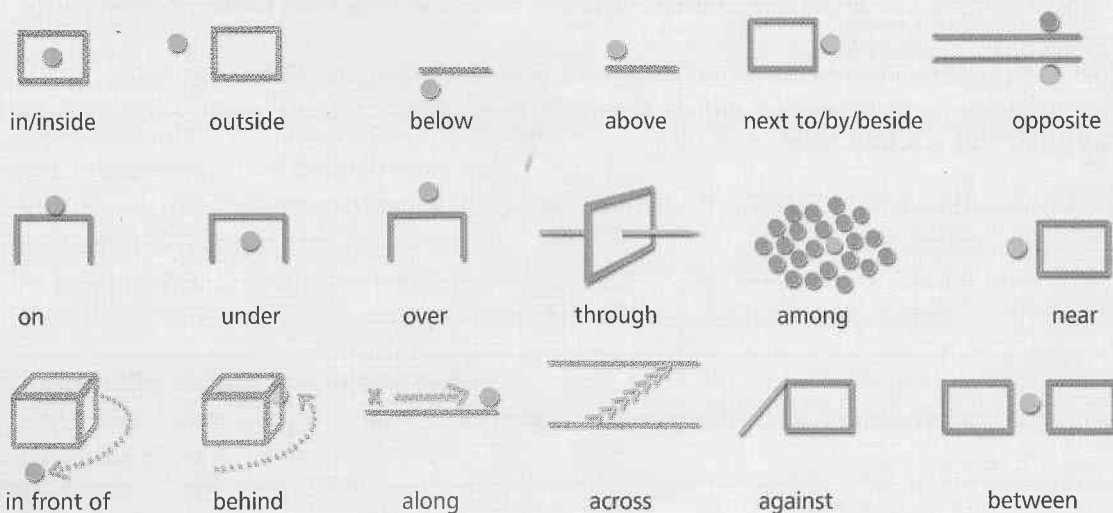
Present Simple	Present Continuous
<i>She is very patient.</i> (= character – permanent state)	<i>He is being very good.</i> (= he is behaving)
<i>I think it's a wonderful film.</i> (= I believe)	<i>I'm thinking of buying a new house.</i> (= I'm considering)
<i>They have (got) a swimming pool.</i> (= they possess)	<i>They're having a wonderful holiday.</i> (= they are enjoying themselves)
<i>Your mother looks very tired.</i> (= she appears to be)	<i>The architect is looking at the plans.</i> (= he is checking/ examining)
<i>I can see your house from here.</i> (= I use my eyes)	<i>Are you seeing the dentist tomorrow?</i> (= are you meeting?)
<i>I see what you mean.</i> (= I understand)	<i>You're seeing things.</i> There is no one there. (= you are imagining)
<i>This blouse feels like silk.</i> (= it has the texture of)	<i>Mum is feeling Tim's forehead.</i> (= she is touching)
<i>This chicken tastes delicious.</i> (= it has a delicious flavour)	<i>The chef is tasting the soup to see if it is alright.</i> (= he is testing the flavour)
<i>These flowers smell nice.</i> (= they have a nice smell)	<i>She's smelling the roses.</i> (= she is sniffing)
<i>She appears to be very angry.</i> (= she seems to be)	<i>We are appearing at Central Park next weekend.</i> (= we are performing)
<i>These shoes fit me perfectly.</i> (= they are the right size)	<i>Peter is fitting new locks on all the doors.</i> (= he is attaching)

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
I'm enjoying this film a lot. (specific preference) BUT *I enjoy going sailing.* (general preference)
- The verbs **look** (when we refer to sb's appearance), **feel** (= experience a particular emotion), **hurt** and **ache** can be used in the continuous or the simple tenses with no difference in meaning.
You look wonderful today. or *You are looking wonderful today.*
She feels sick. or *She is feeling sick.*

Prepositions of Place

Prepositions of Place are prepositions which describe where something or someone is. These prepositions are:



1 Underline the correct tense.

- 1 Vicky looks/is looking for a new flat at the moment.
- 2 She wants/is wanting to decorate the kitchen this week.
- 3 How long have you been waiting/you waited for him?
- 4 I am going/go to the gym this afternoon.
- 5 He has been living/is living in London all his life.
- 6 Steve thinks/is thinking about buying a new car.
- 7 Sarah has worked/is working there for a couple of years now.
- 8 Kelly goes/is going to Rome every year.
- 9 The play starts/has started at nine o'clock.
- 10 The Webbers have bought/have been buying a new house in the country.

2 Complete the dialogues using the verbs below in either the *present simple* or the *present continuous* tense.

• come • decorate • like • work • do • study
• play • read • wait • think

- A: We 1) football later, would you like to come?
B: Sorry, I can't. I 2) at the petrol station on Saturday afternoons.
- A: What 3) tomorrow?
B: I 4) the living room, I 5) it will take all day.
- A: Hurry up! We 6) for you.
B: OK, OK I 7)
- A: What 8)?
B: Macbeth. I 9) Macbeth and we 10) it in my English class.

3 Match the columns and then use *for/since* to write complete sentences by putting the verb in brackets into the correct tense.

- | | |
|-----------------------------------------------------------|----------------------------|
| 1 <input checked="" type="checkbox"/> d James (work) here | a Paul's party last month. |
| 2 <input type="checkbox"/> He (go) Cornwall every summer | b she got her new job. |
| 3 <input type="checkbox"/> I (not/see) you | c a few minutes. |
| 4 <input type="checkbox"/> It (rain) | d the last three months. |
| 5 <input type="checkbox"/> We (only/wait) | e he was a young boy. |
| 6 <input type="checkbox"/> Diane (not/visit) us | f hours. |

1-d James has been working here for the last three months.

4 Put the verbs in brackets into the correct present tense.

- A: Phil 1) (think) about moving house.
B: I 2) (know) he 3) (not like) the place he's living in at the moment, does he?
- A: So, how 4) (the story/end)?
B: In the end, Roger 5) (join) his family and they 6) (move) to Africa.
- A: We 7) (have) dinner at Gianni's tonight would you like to come?
B: Sorry, but I 8) (visit) Sally.
- A: I 9) (not/understand) this course at all. It 10) (be) really difficult.
B: Why 11) (you/not/ask) for help?

5 Look at the picture then ask and answer using the prompts, as in the example.



- buy/new home
- put down/carpets
- move/furniture
- unpack/crockery

A: Have they bought a new home?
B: Yes, they have. Have they ... etc

6 Put the verbs in brackets into the correct tense.

- 1 A: Where have you been? I (stand) here for an hour.
B: I'm sorry. I'm not usually this late.
- 2 A: Why are you in such a hurry?
B: Because my train (leave) in ten minutes.
- 3 A: You (always/borrow) my clothes!
B: Yes, but I (always/give) them back!
- 4 A: Is Jane (still/look) for a job?
B: Yes, unfortunately, she (not/find) one yet.
- 5 A: What's the matter?
B: I (lose) my keys.

1 Grammar in use

- 6 A: Why's Tim wet?
B: He (wash) the car.
- 7 A: What's that terrible noise?
B: It's Jane, she (rehearse) her song for the school play all afternoon!
- 8 A: Did you see how much Jim ate at lunch?
B: I know, I (never/see) anyone eat a whole chicken before!
- 9 A: What time shall I pick you up?
B: Around 7, because the play (start) at 7:30.
- 10 A: Is Mr Saunders still here?
B: Yes. He (wait) to see you for over an hour!

- 7 Look at the pictures. In pairs, use the adjectives to ask and answer questions, as in the example.

• happy • bored • stressed • tired • relaxed



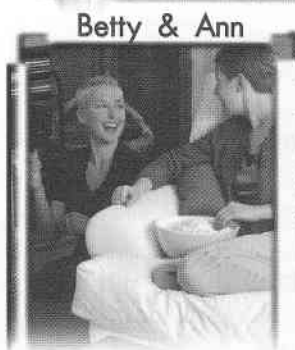
Simone



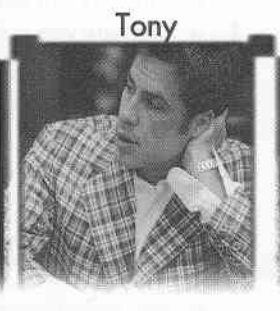
Paul



Mary



Betty & Ann



Tony

- A: How does Simone feel?
B: She feels stressed. I think she is having problems at work.

- 8 Look at the weekend activities and make true sentences about yourself, as in the example.



Key

*	never
**	rarely
***	sometimes
****	often
*****	usually
*****	always

I sometimes go to the beach at the weekend.

- 9 Look at the changes in Paul's diary for Monday. In pairs ask and answer, as in the example.

Monday November 4

- 1 09:00 breakfast meeting with ~~department managers~~ (personnel manager)
- 2 10:00 ~~inspect new winter merchandise~~ (Tuesday afternoon)
- 3 11:00 interview applicants for sales position
- 4 12:00 lunch with wife and mother-in-law
- 5 13:00 ~~pick up car from garage~~ (Wednesday morning)
- 6 14:00 see dentist (GP)
- 7 ~~15:00~~ read e-mail (10:00)
- 8 16:00 meeting with design department
- 9 17:00 play squash with ~~Jerry~~ (Ralph)

- 1 A: Is Paul having a breakfast meeting with the department managers at 9:00?
B: No, he isn't. He is having a meeting with the personnel manager.

- 10 Read the postcard and put the verbs in brackets into the correct tense.



Dear Ann,

How are you? I 1) (write) to you from Jamaica. The hotel 2) (be) magnificent.

It's very hot here. We 3) (get) a great tan! The kids 4) (have) a great time. They 5) (spend) most of the day by the sea. Right now they 6) (build) a sandcastle.

John, 7) (go) fishing with Tim. They 8) (go) fishing almost every day. We 9) (not/do) much sightseeing yet, but tomorrow we 10) (go) on a trip round the island. We 11) (look forward to) it. We 12) (come) back on 15th August.

Hope you are OK.

See you soon.

Love,

Susan

- 11 Fill in *gone to*, *been to* or *been in*.

- 1 Tony has the post office to buy some stamps. He'll be back soon.
- 2 Louise has never Spain before.
- 3 I haven't seen Mike all week. He's New York on business.
- 4 It's the first time that I've this restaurant but I'll definitely be coming back again.
- 5 I thought Miss Stephens was in her office. Do you know where she's ?
- 6 Have you the new cinema yet?
- 7 Sorry I couldn't call you back earlier. I've a meeting all afternoon.
- 8 We've Jim's flat twice since he moved in.

- 12 Look at the pictures, then in pairs make up as many sentences as possible for each one using prepositions of place, as in the example.



- A The table is in front of the sofa.
The lamp is on the wall, next to the flowers. etc



Use of English

- Error Correction

- 13 Cross out the incorrect word in each sentence.

- 1 James has been worked here for more than a year.
- 2 The bookshop is over there near to the bakery.
- 3 I believe what she does says.
- 4 She has been to living in London for the last two years.
- 5 We haven't been to that restaurant for since a long time.
- 6 Laura is been visiting her grandparents at the weekend.
- 7 Sally has found a beautiful new flat yet.
- 8 What are you be doing tomorrow night?

• Word Formation

Adjective suffixes

-al: (nation → national)	-ly: (day → daily)
-ic: (artist → artistic)	-ful: (peace → peaceful)
-ous: (fame → famous)	-less: (hope → hopeless)
-y: (thirst → thirsty)	-ive: (effect → effective)

The suffixes **-ful**, **-less** and **-ive** can be added to both nouns and verbs to form adjectives.

14 Form the correct adjective from the word in bold.

- It's a large city in the north of the country. **INDUSTRY**
- I didn't like the food, I thought it was a bit too **SALT**
- Sam always buys the local newspaper. **WEEK**
- Jane is such an person, she's always running around doing something. **ENERGY**
- Following a diet and getting plenty of exercise is the best way to lose weight. **HEALTH**
- He really wanted to buy the car but it was too **EXPENSE**
- Jumping into the river to save the young girl was such a thing to do. **HERO**
- White-water rafting may be but it is also very exciting. **DANGER**
- She was a young woman. **BEAUTY**
- The dentist promised that the whole procedure would be completely **PAIN**
- He's a lawyer. Everyone in town knows him. **SUCCESS**
- It's to argue with him. He always does what he wants anyway. **POINT**

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- Eve hasn't found a new flat yet.
looking Eve is still looking for a new flat.
- Paul started working here two years ago.
been Paul **has been working here for** two years.
- I have never visited Germany before.
first This is **the first time I have** ever visited Germany.
- It's more than a month since I saw her.
seen I **haven't seen her** for more than a month.
- When did you redecorate your living room?
ago How **long ago did** you redecorate your living room?
- I haven't been shopping for three weeks.
last I **last went shopping** three weeks ago.

15 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- Jason is still writing that report.
finished Jason writing that report yet.
- She moved to New York four years ago.
living She in New York for four years.
- I last phoned Joe a couple of weeks ago.
for I a couple of weeks.
- When did you move house?
ago How you move house?
- Cathy started learning Italian five years ago.
been Cathy five years.
- Tom always gets to work on time.
late Tom for work.
- I haven't talked to him for a week.
since It's a week him.
- She hasn't tidied her room since Monday.
last She Monday.

• Open Cloze

- 16 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Fallingwater

Architect Frank Lloyd Wright 0) *has* designed several unusual and eye-catching buildings, but Fallingwater, in Pennsylvania, USA, is probably one of 1) most amazing designs. When you take into consideration that this building was built 2) 1936 when the architect was nearly seventy years old, it is even more amazing. At 3) glance, the structure may look a little bit 4) a pile of concrete blocks, which is about 5) fall into the stream below. However, the house is a lot safer 6) it looks. The large stone slabs are securely anchored to the hillside, and the heaviest section is actually built on solid ground. 7) though the front section of the house hangs 8) the water, it is in no danger of collapsing, as each floor of the building has 9) own support system. The front door of the house is set back 10) the outer wall. As 11) as visitors walk through this door, they notice a balcony in the far corner 12) offers a magnificent view of the waterfall. The ground floor 13) contains a dining area and fireplace, as well as comfortable places to sit 14) admire the spectacular scenery surrounding the house. Fallingwater is the envy of everyone 15) visits.



• Multiple Choice Cloze

- 17 Read the text below, then circle the answer A,B,C or D which best fits each space. There is an example (0) at the beginning.

Renovating your house

House prices, 0) *like* taxes, very rarely go down, so if you find 1) in a position where you need more living space, 2) renovating. Many families nowadays are finding that their homes are too 3) Whether they 4) a second bathroom, more storage space or an extra bedroom, a lot of people are 5) to renovate their homes instead of buying something bigger.

The 6) for this trend are, for the most part, financial. The cost of buying a new home and the problems of moving house are enough to make anybody think twice before deciding to relocate. Renovating allows you to stay in your own neighbourhood and in your 7) home while making it more practical and comfortable to live in.

Although it is tempting to 8) and do the renovations yourself, it is always a good idea to 9) a professional. There will be things you haven't thought about or just might not be aware of, such as supporting structures, government zoning regulations, or how these renovations might affect any 10) changes you might want to make. A professional will also be able to help you work within your budget and advise you 11) insurance requirements.

Another advantage of renovating is that while the work is going on you can upgrade your plumbing and electrical connections as 12) as adding insulation. It's also a good time to 13) air conditioning, central heating or a home security system.

So, whether you want a 'home office', a 'granny flat' or just more storage space, 14) a good look around your house, the solution might be 15) you in the face.

- | | | | |
|--------------|--------------|-------------|------------|
| 0 A such | (B) like | C as | D so |
| 1 A oneself | B themselves | C yourself | D your |
| 2 A consider | B think | C remember | D do |
| 3 A cosy | B spacious | C expensive | D cramped |
| 4 A have | B buy | C use | D need |
| 5 A thinking | B choosing | C wanting | D needing |
| 6 A reasons | B meanings | C purposes | D findings |
| 7 A real | B new | C own | D only |
| 8 A make | B try | C find | D attempt |
| 9 A hire | B rent | C buy | D borrow |
| 10 A past | B future | C old | D added |
| 11 A on | B to | C over | D for |
| 12 A long | B much | C soon | D well |
| 13 A input | B install | C build | D fix |
| 14 A make | B try | C do | D take |
| 15 A seeing | B staring | C punching | D falling |

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *Tina **arrived** in Vienna last week.*
- for actions that happened immediately after one another in the past. *He **left** the house, **walked** to the station and **caught** the 5:05 train to Wrexham.*
- for habits or states which are now finished. *I **worked** for Morton's when I was younger.*

Note: In this last case we can also use the expression **used to**. *She **lived/used to live** in Johannesburg.*

The time expressions used with the past simple:

yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999 etc

Past Continuous

We use the past continuous:

- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 8 o'clock this morning I **was getting** ready for work.*
- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). *They **were walking** to the station when they **saw** the accident.*
- for two or more simultaneous actions in the past. *The children **were playing** in the garden while their mother **was trimming** the hedges.*
- to describe the atmosphere, setting etc and to give background information to a story. *When I woke up I found the sun **was shining** and the temperature **was rising** fast. Liz **was making** breakfast in the kitchen while John and Sarah **were drinking** coffee on the balcony.*

The time expressions used with the past continuous:

while, when, as, all morning/evening/day/week etc

Past Perfect

We use the past perfect:

- for an action which happened before another past action or before a stated time in the past. *We **had finished** dinner by the time they arrived.*
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had just arrived** home from work so he **was still wearing** a shirt and tie.*
- for a general situation in the past. *Everything **had seemed** normal at first.*

The time expressions used with the past perfect:

before, after, already, just, for, since, till/until, when, by the time, never etc

Past Perfect Continuous

We use the past perfect continuous:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *I **had been waiting** for half an hour before the bus came.*
- for an action which lasted for some time in the past and whose result was visible in the past. *She **had been swimming** and her hair was still wet.*

Note: with the verbs **live**, **work**, **teach** and **feel** we can use the past perfect or the past perfect continuous with no difference in meaning. *He **had taught/had been teaching** at the school for more than twenty years.*

The time expressions used with the past perfect continuous:

for, since, how long, before, until etc

Used to

We use **used to + infinitive** to refer to past habits or states.

In such cases **used to** can be replaced by the past simple with no change in meaning.

*When I was younger, I **used to go** to Wales on holiday every year.*

*When I was younger, I **went** to Wales on holiday every year.*

Note:

- For an action that happened at a definite time in the past, we use the past simple, not **used to**.
*I **went** to Wales last month. (NOT: I ~~used to go~~ to Wales last month.)*

- 1 For each person, Tony, Lyn, Steve and Sally, complete each of the sentences using the time expressions given. Use each expression only once.

Tony

- 1 • at the time • since he was a young boy
• by the time he was 30 • about six months ago

- a I first met Tony ...
b He was working in an Italian restaurant ...
c He had dreamed of being a chef ...
d He planned to open his own restaurant ...

Steve

- 3 • until it was too late • yesterday
• at about 8 o'clock • all day

- a Steve crashed his car into a wall ...
b He was driving home ...
c The roads were very dangerous because it had been snowing ...
d He said he didn't realise how slippery it was ...

Lyn

- 2 • by the time she arrived • for ages
• a couple of days ago • until 9 o'clock

- a Lyn and I arranged to go to the cinema ...
b We had been talking about seeing the latest Ethan Hawke film ...
c Unfortunately, her bus didn't arrive ...
d The film had already started ...

Sally

- 4 • when she was younger • for hours
• a couple of times a week • last week

- a I saw Sally at the gym ...
b She said she had been going ...
c She used to be very active ...
d It was good to see her and we talked ...

2 Fill in the correct past tense of the verbs in brackets.

- 1 A: What (you/do) yesterday?
B: I (play) squash with Pete.
- 2 A: (you/speak) to Kate?
B: No, she (sleep) when I called.
- 3 A: Sue looked really tired yesterday, didn't she?
B: Yes, she (study) all night for the exam.
- 4 A: When (you/meet) Phil?
B: A couple of years ago, we (not/ live) here very long at the time.
- 5 A: (you/be) ill last week?
B: Yes, I (have) a really bad cold all week.
- 6 A: I'm really happy Tom got that job.
B: I know, he (look) for ages.
- 7 A: Why were you late?
B: Oh, Jenny (still/get) ready at 9 o'clock.
- 8 A: (you/still/watch) the film at 11 o'clock?
B: No, it (finish) by then.

3 Complete the sentences about yourself.

- 1 Two months ago, while I ...
- 2 When I was a young child, I ...
- 3 During my last holiday, I ...
- 4 On my first day at school, I ...
- 5 Last Saturday, after I ...

4 **The Intercity Ferry crashed into the pier last night.**
Look at the picture and put the verbs in the list into the past continuous to describe what each person was doing at the time, as in the example.

• look • climb • read • hold • work • search

- Mr Johnson / at the water
- Mrs Smith / the stairs
- Sheila / a book
- A man / on his laptop computer
- Mr Smith / in his briefcase
- Joyce / a newspaper

When the Intercity Ferry crashed into the pier, Mr Johnson was looking at the water.

5 Underline the correct word.

- 1 We had just/lately finished eating when they arrived.
- 2 Were you watching the French film on TV earlier/before?
- 3 He had been working there since/for two and a half years.
- 4 She had already/yet written the letter when he called her.
- 5 The company was previously/beforehand run by the government.
- 6 The team hadn't lost a game until/yet last week.
- 7 She lately/recently moved to London.
- 8 We had never/ever been there before.
- 9 He was always/still living at home with his parents this time last year.
- 10 He made dinner after/following he got home from work.

6 Use the prompts below to ask and answer questions, as in the example. You may use your own ideas as well.



- 1 the rain start – drive to Munich – pull over – wait to stop
A: *What were you doing when the rain started?*
B: *I was driving to Munich.*
A: *What did you do?*
B: *I pulled over and waited for it to stop.*
- 2 the storm hit – watch TV/living room – close/shutters
- 3 the accident happened – drink a cup of coffee/in a café – run outside to help
- 4 the President arrived – wait outside the Presidential Palace – wave/my flag
- 5 the fire broke out – work/in my office – run to/emergency exit
- 6 the earthquake happened – read a book – hide under the table



7 Look at the pictures and the prompts, then make up sentences using past tenses, as in the example.

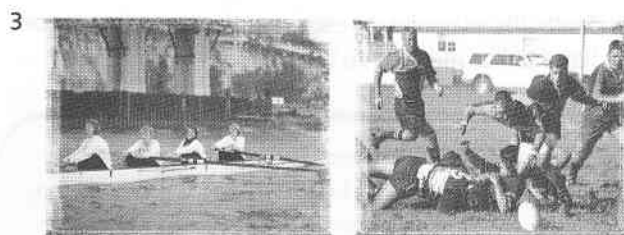


Eve/deliver newspapers/her dad/leave/for work

*Eve was delivering newspapers when her dad left for work.
While Eve was delivering newspapers, her dad left for work.
As Eve was delivering newspapers, her dad left for work.*



Tony/work/his sister/call him



The girls/row/the boys/play rugby



Steve/shop/Sandra/prepare/dinner



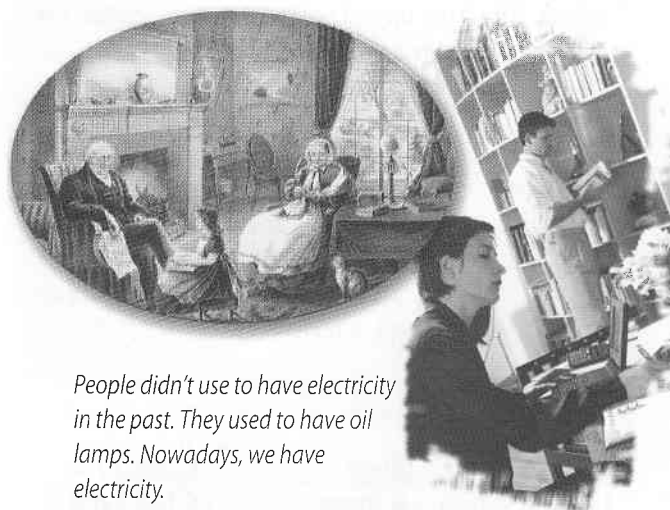
Emma/plant/a tree/her dad/build/the fence

8 Put the verbs in brackets into the correct past tense.

- 1 While I (put) the children to bed, the phone (ring).
- 2 She was nervous because she (wait) a week to hear if she (get) the job.
- 3 Yesterday, I (be) at the bus stop when a friend (drive) by and (offer) me a lift.
- 4 We (see) the film last weekend, but I (not/enjoy) it at all!
- 5 I (not/see) her since she (move) to her new flat.
- 6 Where (you/be) last night? I (stand) outside the theatre for two hours!
- 7 I (know) she (cry) because her eyes were red.
- 8 After he (work) as a waiter in an Italian restaurant for ten years he quit his job and (open) a coffee shop.

9 Compare the pictures. What did people use to have in the past? What do we have nowadays? Use the prompts and the pictures to make sentences, as in the example.

- electricity • clothes • furniture • computers
- decorations • telephones



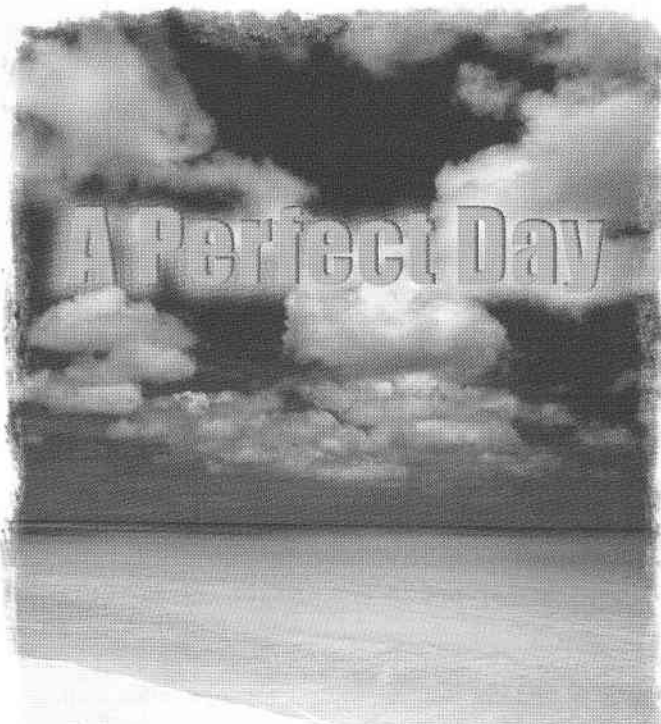
People didn't use to have electricity in the past. They used to have oil lamps. Nowadays, we have electricity.

10 What did you use to do/didn't use to do during your summer holiday last year? Choose from the list and make up sentences. You can use your own ideas.

- get up late • spend time with your friends
- go swimming • sunbathe • read books
- eat out at restaurants

I used to get up late.

11 Circle the correct tense, as in the example (0).



It 0) **was** a beautiful sunny day. The sun 1) and there wasn't a cloud in the sky. Even better, it was the first day of the summer holidays and I 2) forward to it for weeks. Every year, on the first day of the holidays I 3) to the beach with my friends, but that was later and there was no rush. For the time being I just 4) the chance to have a lie in. After I got up and as I 5) coffee, the telephone rang. It was my friend Amy, she 6) that the weather was going to be bad that afternoon. We 7) it though because it was such a perfect day, so we arranged to meet an hour later. However, just as I left the house a huge black cloud 8) on the horizon and five minutes later it 9) with rain. I couldn't believe my luck, the weather 10) fantastic all month and then on that day of all days, it rained.

- | | | |
|--------------------|---------------------|---------------------|
| 0 A was being | (B) was | C used to be |
| 1 A was shining | B shone | C had shone |
| 2 A looked | B had been looking | C was looking |
| 3 A had gone | B was going | C went |
| 4 A had enjoyed | B enjoyed | C had been enjoying |
| 5 A was making | B had been making | C had made |
| 6 A was hearing | B heard | C had heard |
| 7 A didn't believe | B weren't believing | C hadn't believed |
| 8 A was appearing | B had appeared | C appeared |
| 9 A had poured | B was pouring | C used to pour |
| 10 A had been | B was | C was being |

12 Match the two halves of the sentences in columns A and B. Then, make sentences by joining them using the words **when/while/so/as** or **because/since/for**.

- A
- 1 ☐ Jane was working on the computer
 - 2 ☐ I haven't been skiing
 - 3 ☐ He has been living in Cuba
 - 4 ☐ She was trying to bake a cake
 - 5 ☐ I took my umbrella
 - 6 ☐ We were too tired to go out
- B
- a the oven caught fire.
 - b we stayed in and ordered pizza.
 - c Tim was making dinner.
 - d it looked like it was going to rain.
 - e 6 months.
 - f I was 18 years old.

Use of English

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 John joined the company six months ago.
has John **has been working for** the company for six months.
- 2 When we were children, Dad would take us to the park on Sunday afternoons.
used Dad **used to take us** to the park on Sunday afternoons, when we were children.
- 3 When I went to France last summer, it was the first time I had ever been abroad.
never I had **never been abroad until** I went to France last summer.
- 4 How long is it since we went to the cinema?
last When **did we last go** to the cinema?
- 5 I didn't call her until I had spoken to Steve.
before I spoke to **Steve before** I called her.
- 6 I had never been to that restaurant before.
first It **was the first time** I had been to that restaurant.

13 Complete the sentences with two to five words, including the words in bold. Do not change the meaning of the original sentence.

- David started studying here two years ago.
been David
two years.
- We didn't leave the house until everybody was ready.
before We waited until everyone was ready
..... the house.
- When Jason was younger he worked in New York.
used Jason
in New York when he was younger.
- We had never been to that cinema before.
time It
had been to that cinema.
- Rose hasn't paid her rent yet.
still Rose rent.
- When did you leave school?
since How long is it
school?
- I'd never seen such a close race.
ever It was the
seen.
- It's three years since I went away on holiday.
have I
on holiday for three years.
- It was the first time she had given a speech in public.
never She
a speech in public before.

• Error Correction

14 Cross out the incorrect word in each sentence.

- He had always been wanted to be a singer.
- Laura had been working there for a couple of years ago.
- We were trying to be quiet because Sarah was being asleep.
- I haven't never bought any new CDs recently.
- I would used to go there when I was younger.
- We were hungry so we had decided to phone for a pizza.
- They moved to the countryside since three years ago.

- John was working very hard lately at that time.
- I was left the building after everybody else had gone.
- The kitchen was being redecorated for yesterday afternoon.

• Word Formation

Prefixes which make new words from nouns and adjectives

- anti-:** against, preventing (*antibacterial*)
bi-: two (*bilingual*)
co-: with, together, mutual (*co-educational*)
inter-: between, among (*intercontinental*)
mis-: wrongly, badly, not (*misinformed*)
mono-: one (*monolingual*)
multi-: many (*multicultural*)

15 Form the correct adjective from the word in bold.

- After the earthquake, the government asked for help from the community. **NATIONAL**
- It is a(n) event, held in May and November each year. **ANNUAL**
- They built a new through the centre of town. **RAIL**
- Natasha was wearing a bright jumper. **COLOURED**
- Make yourself clear so that you can avoid any **UNDERSTANDING**
- The runners sprinted around the track in a(n) direction. **CLOCKWISE**
- He thanked everybody and said that they had all been very **OPERATIVE**
- The government has decided to start a(n) campaign to make people aware of the danger of smoking. **SMOKING**
- Most college newsletters are published **WEEKLY**
- The Mayor has been accused of of public funds. **USE**

Open Cloze

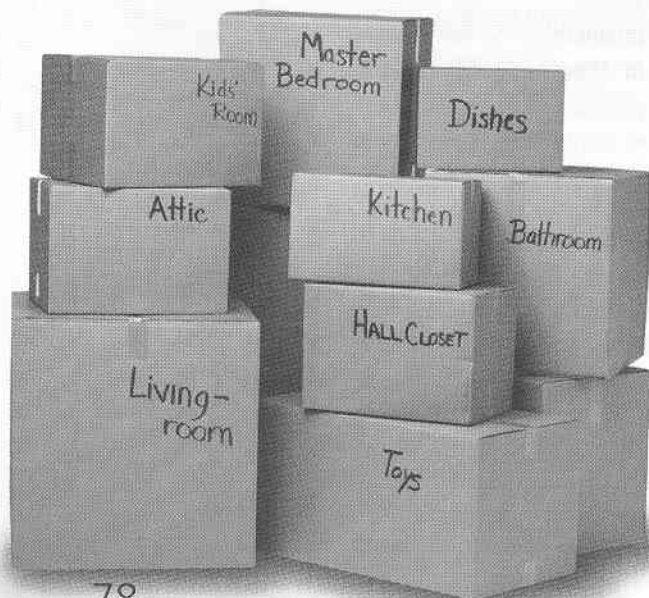
- 16** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Making the right move

Moving house **0** *is* an upsetting experience. When you move you are **1** only leaving your home but you are also leaving your neighbourhood, friends, familiar surroundings and, **2** some cases, your family. You **3** be well organized. The best way to do this is **4** making lists: lists of things you want to keep, sell or throw **5** and lists of things you have to do, such as **6** your utilities cut off.

As difficult **7** moving is for you, it is just as bad, **8** not worse, for your children and pets. It is a **9** harder for them to understand why they have to move and they **10** not know what to expect. **11** is a good idea to take them to their new neighbourhood before you move and show **12** their new home.

When you first move into your new home, make an effort to **13** to know your neighbours and encourage your children to bring their new classmates home. Once you have started **14** make friends, you will feel more **15** home and, before you know it, you'll have found another place that you will be sad to leave behind!



Multiple Choice Cloze

- 17** Read the text below, then circle the answer A,B,C or D which best fits each space. There is an example (0) at the beginning.

Coco Chanel

Gabrielle "Coco" Chanel **0** *was* born in Saumur, Southern France and was **1** up in a French orphanage. She became an innovative dress designer **2** ruled over Parisian high fashion for almost six decades. At age 30 she **3** a tiny hat shop and quickly added sweaters, shirts and accessories. Within five years her simple and comfortable designs attracted the **4** of influential wealthy women. Her style was a refreshing change **5** the confining and tight-fitting corsets and long dresses with petticoats of the time. She **6** jersey dresses, bell-bottom trousers, trench coats, turtleneck sweaters and the classic "little black dress". Costume jewellery as well as bobbed hair are also credited **7** Chanel. Traditional Chanel accessories include multiple strands **8** pearls and gold chains, quilted handbags and sling-back pumps in ivory with black toes. At the **9** of her career, Chanel **10** 3,500 people. The empire **11** a fashion house, a textile business, a costume jewellery workshop, and perfume laboratories where the famous perfume Chanel No. 5 was **12** Chanel retired in 1938 but **13** in 1954 to introduce another classic, the cardigan suit. Today, Chanel **14** to be one of the most prestigious **15** in the world of fashion, fragrances, and cosmetics.

- | | | | | |
|----|-------------|-------------|--------------|--------------|
| 0 | A was | B is | C have | D be |
| 1 | A grown | B raised | C lived | D brought |
| 2 | A which | B whom | C who | D whose |
| 3 | A started | B began | C replaced | D opened |
| 4 | A attention | B affection | C aid | D assistance |
| 5 | A into | B from | C with | D for |
| 6 | A formed | B shaped | C introduced | D announced |
| 7 | A for | B by | C to | D of |
| 8 | A about | B of | C for | D across |
| 9 | A top | B height | C head | D point |
| 10 | A employed | B worked | C used | D bossed |
| 11 | A included | B embraced | C grouped | D surrounded |
| 12 | A forged | B imagined | C created | D revised |
| 13 | A returned | B reviewed | C restored | D replaced |
| 14 | A persists | B continues | C maintains | D proceeds |
| 15 | A types | B kinds | C names | D forms |

Revision (Units 1-2)

18 Circle the correct item.

- 1 I what you mean but there must be an easier way to deal with the situation.
A am seeing C have seen
B see D have been seeing
- 2 Sandra for a new flat for ages, but she still hasn't found anything.
A looks C has looked
B is looking D has been looking
- 3 At this time last year, they in Liverpool.
A had studied C study
B were studying D are studying
- 4 In those days he usually to college, but on that occasion he took the bus.
A is walking C was walking
B walks D walked
- 5 A small stream runs the middle of the village.
A across C through
B over D among
- 6 My house is on West Road, the football ground.
A opposite C over
B along D against
- 7 Where on holiday last year?
A were you going C did you go
B have you been D did you used to go
- 8 Recently, we to the gym every night after work.
A went C have been going
B were going D had gone
- 9 I was eating breakfast when the postman delivered a parcel.
A already C before
B yet D still
- 10 Charlie and Stan each other since they were children.
A know C have known
B were knowing D used to know
- 11 Nobody has told me the truth about the accident.
A never C ever
B still D yet
- 12 He has been studying French 1999.
A from C in
B since D just

- 13 He's the most boring person we've met.
A never C sometimes
B yet D ever
- 14 She had never been to Poland
A yet C already
B still D before
- 15 She was having dinner her husband called.
A since C when
B while D after
- 16 How long you been waiting for the bus?
A are C were
B have D will

19 Fill in the missing word.

- 1 This morning, just as I leaving the house, the telephone rang.
- 2 When Paul was younger, he to play rugby for the county team.
- 3 How have you been working in the café?
- 4 month they travelled to Prague for the weekend.
- 5 She had jogging in the park so she was exhausted.
- 6 I didn't see Sam at the gym, he must have left we arrived.
- 7 I haven't heard from her she left the company.
- 8 She wasn't hungry because she had eaten.
- 9 They waited everyone had arrived before they announced their engagement.
- 10 He was driving to work he ran out of petrol.
- 11 you coming with us tonight?
- 12 Have you ever to France?
- 13 Their production increases day.
- 14 The journey had been very pleasant a woman sitting behind me started to shout.
- 15 It's a month she left for Italy.
- 16 What have you been doing morning?
- 17 I was baking a pie Tom was setting the table.
- 18 He has travelled by boat once.
- 19 They have repaired the roof.
- 20 Is Mary working for BTX Motors?

Future Tenses

Future Simple (will + bare infinitive)

We use the future simple:

- for predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect** etc, the expressions **be sure**, **be afraid**, etc, and the adverbs **probably**, **certainly**, **perhaps**, etc. *I'm sure Bill will get the job.*
- for decisions made at the moment of speaking. *We've run out of milk. I'll go to the supermarket and get some.*
- for promises, threats, warnings, requests, hopes and offers. *Will you help me with my history essay?*
- for actions, events, situations which will definitely happen in the future and which we can't control. *Ben will be five years old in August.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *I'm going to go to India one day.*
- actions we have already decided to do in the near future. *Nicky is going to visit her friends in London next weekend.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *There isn't a cloud in the sky. It's going to be a beautiful day.*

Time expressions used with the future simple and be going to:

tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month etc

Future Continuous (will be + present participle)

We use the future continuous:

- for actions which will be in progress at a stated future time. *I'm going on holiday to Spain. This time next week I'll be lying in the sun.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *I will be playing tennis with Andy tomorrow morning.*
- when we ask politely about someone's plans for the near future. *Will you be driving to the party tonight? Would you be able to give me a lift?*

Future Perfect (will have + past participle)

We use the future perfect:

- for an action which will be finished before a stated future time. *They will have arrived in London by 5 o'clock.*

Time expressions used with the future perfect:

before, by, by then, by the time, until/till

Note: **until/till** are only used in negative sentences: *She will not have finished the report until/till 6 o'clock.*
She will have finished the report by 6.30. (NOT: until/till 6.30)

Future Perfect Continuous (will have been + present participle)

We use the future perfect continuous:

- to emphasise the duration of an action up to a certain time in the future. *By June, he will have been teaching in this school for fifteen years.*

Note:

- The future perfect continuous is used with **by ... for**.

Time clauses

- With time clauses we use the **present simple** or **present perfect** but NOT future forms. We use words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc to introduce time clauses. *By the time he arrives, it will be dark.* (NOT: ~~By the time he will arrive ...~~)
- We also use the **present simple** and **present perfect** but NOT future forms after words and expressions such as **unless, if, suppose/supposing, in case**, etc. *If she wants more information, tell her to call me.* (NOT: ~~If she will want ...~~)
- We use **future forms** with:
 - when** - when it is used as a question word. *When will you be seeing Mike next?*
 - if/whether** - after expressions which show uncertainty, ignorance, etc, such as *I don't know, I doubt, I wonder, I'm not sure*, etc. *I doubt whether she will come tonight.*

Type 0/1 Conditionals

- Type 0 conditionals are used to express a general truth or a scientific fact. They are formed by an **if-clause** (hypothesis) [**If/When + Present simple**] and a **main clause** [**Present simple**].
If/When you heat water to 100°C, it boils.
- Type 1 conditionals are used to express a real or very probable situation in the present or future. They are formed by an **if-clause** [**If + present simple/present continuous/present perfect/present perfect continuous**] and a **main clause** [**future/imperative/can/may/might/must/should/could + present bare infinitive**]. *If we have enough money, we will/can/may/might/should/could go on holiday next month.*
- When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them. *If you are there, I may join you. I may join you if you are there.*

- 1 a. Put the verbs in brackets into the correct tense to describe the future.

Tomorrow night my friend Sophie is coming to visit me. Her train 1) (arrive) at six o'clock and since I 2) (still/work) at that time, we 3) (meet) in the city centre at seven. I'm sure that we 4) (have) dinner at Gianni's because we always seem to end up there. By the time we have finished eating I guess that Sophie 5) (persuade) me to take her to the cinema because there's a film that she wants to see.

- b. Which tense form was used in part a to talk about:

- timetables/programmes
- actions which will have finished before a stated future time
- a fixed arrangement in the near future
- an action which will be in progress at a stated future time
- prediction based on what we know

2 Complete each exchange by filling in **will** or **be going to**.

- 1 A: What are you doing this afternoon?
B: I meet Jess for a coffee. Would you like to come?
- 2 A: Did you remember my book?
B: Oh no, sorry. I give it to you tomorrow.
- 3 A: We haven't got any bread.
B: OK, I go and get a loaf.
- 4 A: Mel is studying medicine, isn't she?
B: Yes, she be a doctor when she finishes college.
- 5 A: What (you) wear to the party?
B: I don't know, probably my black dress.
- 6 A: It's very cold today, isn't it?
B: Yes, I'm sure it snow.
- 7 A: It turns out that I can come after all.
B: Oh excellent, I see you on Friday then.
- 8 A: I don't want to miss the start of the play.
B: It's OK. If we leave now, we be there on time.
- 9 A: Watch out! You burn yourself.
B: Oh, I didn't realise the oven was still on.
- 10 A: Is Sue driving into town?
B: Yes, I'm sure she give you a lift if you ask her.

3 a. Dr Saunders is the head of the politics department at a small college. Look at the calendar which shows his arrangements for the next few months, then make up sentences, as in the example.

June 17th	• have a meeting with other lecturers in the department
July 5th	• fly to New York for a conference
27th	• finish writing article for <i>Politics Today</i> magazine
August 20th	• leave for climbing holiday in the Lake District
September 12th	• host dinner party to welcome new students

He's having a meeting with the other lecturers in the department on June 17th.

- b. Now make your own calendar for the next few months, and tell the class.

4 Underline the correct tense form.

- 1 We will start the meeting as soon as everyone arrives/will arrive.
- 2 I expect we are being/will be there in another hour or so.
- 3 If you need/will need any more help, just ask Bob.
- 4 Joyce won't be able to come unless she has finished/will have finished her essay.
- 5 I doubt whether you are/will be able to find it if you don't ask her to draw you a map.
- 6 Do you think you'll see Keith when you are/will be at work?

5 Put the verbs in brackets into the **future simple**, **future continuous** or **future perfect**, as in the examples.

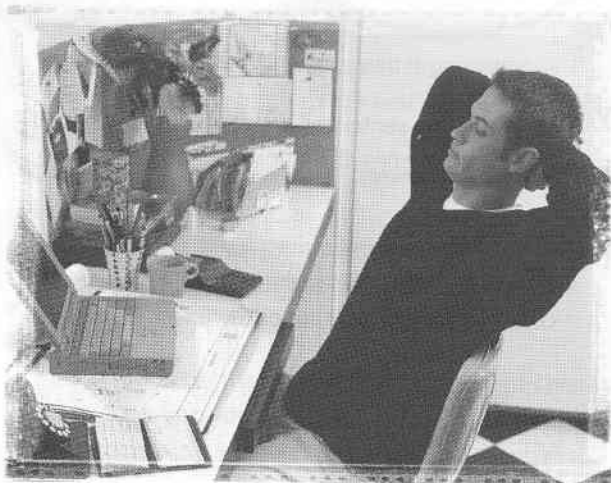
- 1 a By Monday morning, Kelly will have written (write) her History essay.
b Kelly can't come with us on Sunday because she will be writing (write) her History essay.
- 2 a I'm sure we (win) the match this afternoon.
b If we do, then we (win) our last five games.
- 3 a He (work) all day on Saturday.
b By January he (work) there for three years.
- 4 a She (clean) the house before Jack and Sally arrive.
b She (clean) for ages because it's really untidy.
- 5 a If Angela can get some time off work, we (fly) to Paris for the weekend.
b If Angela gets time off work, at this time on Friday we (fly) to Paris.
- 6 a Do you think we (finish) the report today?
b Definitely, if we work hard we (finish) it by three o'clock.

6 Choose the correct item A, B, C or D.

- 1 I don't know when he
A comes C is coming
B will come D will have come
- 2 By August, Nina English for six years.
A is studying C is going to study
B will study D will have been studying

- 3 I've got plans for this weekend. I to Dublin.
 A will be going C will go
 B go D am going
- 4 You can't go out in this weather. You a cold.
 A will catch C are catching
 B catch D are going to catch
- 5 By this time next month, he in this area for ten years.
 A will have been living C will live
 B will be living D lives
- 6 Can you help me tidy the living room? Jill over this evening.
 A is coming C will come
 B comes D is going to come
- 7 He his project by Monday.
 A finishes C will be finishing
 B is finishing D will have finished
- 8 I think I a party next weekend. Who shall I invite?
 A am having C have
 B am to have D will have
- 9 You'd better take your raincoat. It
 A will rain C will have rained
 B is going to rain D rains
- 10 We must finish packing. We early tomorrow morning.
 A leave C will leave
 B are leaving D are going to leave

- 7 a. Imagine it is New Year's Eve. Write down five resolutions for the coming year.



I'm going to save money.

- b. In pairs, try to guess each other's resolutions.

A: Are you going to cut down on sweets?

B: No. etc

- 8 Put the verbs in brackets into the correct tense.



Dear Sally,

By the time you get this letter, I 1) (be) on my way to a sales conference in the Bahamas! I still can't believe that my boss said I could go. The company limo 2) (pick) me up from my house at 6:30 on Friday morning and by 7pm I 3) (sit) on the beach, watching my first Bahamian sunset. The conference 4) (finish) on Friday but my flight doesn't leave until Sunday so I 5) (spend) the whole weekend swimming, sunbathing and sightseeing.

Well I'd better go because I 6) (meet) Darla in town in half an hour. She 7) (help) me shop for a new bathing suit.

I promise I 8) (buy) you a really tacky souvenir and, of course, I 9) (take) lots of photos.

I 10) (call) you as soon as I get back.

Take care of yourself,

Love,

Nicola

- 9 Use an appropriate future tense to complete the sentences that Anna might actually say, as in the examples.

- She hears a weather report predicting sunshine.
"It's going to be a beautiful day."
- Her friend says he feels hot.
"I'll open a window."
- Her boss asks her when she will finish the report.
"I"
- She is catching the 8 o'clock train to Manchester.
"My train"
- She has arranged to have lunch with her friend Amy tomorrow afternoon.
"Amy and I"
- Someone asks her about her plans for the weekend.
"At this time on Saturday,"
- She is going to the cinema but she is late and she is worried that she'll miss the start of the film.
"By the time I get there,"
- Someone asks her how long she has been living in London.
"By next August, I"

3 Grammar in use

10 Fill in the correct tense.



Dear Ann,

I'm writing to tell you all about my plans for the summer. I'm very excited! I think it **1)** **(be)** the best summer ever!

This July, I **2)** **(travel)** to Mexico. As soon as I **3)** **(receive)**

this month's pay check, I

4) **(book)** my tickets and I

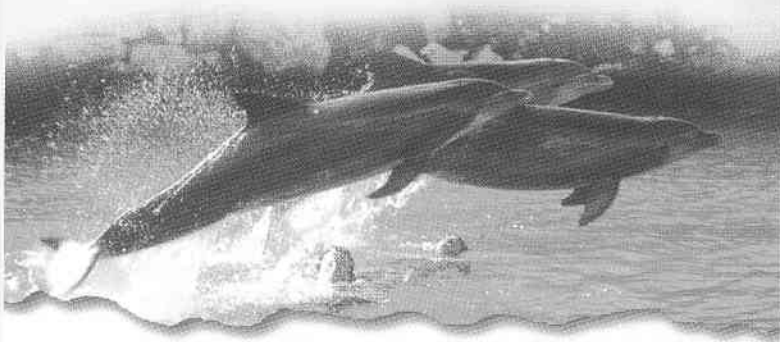
5) **(also/buy)** some new summer clothes. Hopefully, I

6) **(have)** enough money left over to buy a new camera as well, because I am sure I **7)** **(see)** lots of interesting things during my trip.

On 4th August, I **8)** **(have)** a big party at my house, because it is my 30th birthday. It **9)** **(be)** great, with lots of brilliant music and tasty food. I hope you **10)** **(come)**!

Well, I've got a lot to do, so I **11)** **(say)** goodbye for now. I **12)** **(write)** again when I **13)** **(get back)** from Mexico to tell you all about it!

With love,
Lucy



11 Fill in *if* or *unless*.

- 1 You will catch a cold you wear a warm coat today.
- 2 it's nice and warm, we will go for a picnic.
- 3 she works harder, she won't pass the exams.
- 4 I will invite John to the party I see him.
- 5 I'm not going to speak to her she says she is sorry.

12 Form complete sentences by matching the items below, as in the example.

- 1** ☒ **e** If you answer a question correctly,
- 2** ☐ If it rains tomorrow,
- 3** ☐ I'll go to the market before work
- 4** ☐ If she passes her exams,
- 5** ☐ You get a 10% discount
- 6** ☐ Joan will get you a ticket
- 7** ☐ He can't sleep
- 8** ☐ If you throw something in the air,

- a if I get up early enough.
- b she will go to college in September.
- c if you give her the money.
- d gravity brings it back down to Earth.
- e you get two points.
- f if you pay in cash.
- g the game will be cancelled.
- h if he drinks coffee in the afternoon.

If you answer a question correctly, you get two points.

13 a. Rick is ambitious and is making plans for the future. Look at the things that he says he will be doing or will have done by the time he is 35. Make sentences, as in the example.

- work as a senior manager for a large company
- become a multi-millionaire
- marry his girlfriend, Sarah
- live in a large house in the suburbs of London
- buy a yacht
- join an exclusive golf club
- earn £1,000,000 a year

I'll be working as a senior manager for a large company.

- b. Write five sentences describing what you will have done or will be doing in ten years' time.

14 Match the items in Column A with the items in Column B in order to make correct Type 0 conditional sentences, as in the example.

Column A

- 1** ☒ **b** boil water
- 2** ☐ add four and two
- 3** ☐ mix blue and yellow paint
- 4** ☐ put water in the freezer
- 5** ☐ leave ice cream in the sun
- 6** ☐ drop a brick in water

Column B

- a it becomes ice
- b it evaporates
- c it melts
- d it sinks
- e you get green
- f you get six

1 - b If you boil water, it evaporates.

15 Complete the sentences using Type 0 or Type 1 conditionals.

- If you haven't got enough money,
- If you see Carla,
- We'll miss the plane
- Ice melts
- If the weather is good,
- They will be having a party

Use of English

• Key Word Transformations

Study the examples. In each case, the second sentence has a similar meaning to the first sentence.

- My parents said I could go to the party but I had to be home by midnight.
long My parents said I could go to the party **as long as I was** home by midnight.
- Take your mobile phone with you. I might need to call you later.
case Take your mobile phone with you **in case I need to call you** later.
- Mum will be home soon, so we'd better clean up this mess.
is We'd better clean up this mess because mum **is going to be home** soon.
- You can borrow my dictionary tonight but I will need it back tomorrow morning.
provided You can borrow my dictionary tonight **provided you give it back** to me tomorrow morning.
- If you don't study harder, you won't pass the exam.
unless You won't pass the exam **unless you study harder**.

16 Complete the sentences with two to five words, including the words in bold. Do not change the meaning of the original sentence.

- If you don't tell us what the problem is, then we can't help you.
unless We can't help you what the problem is.
- I can lend you the money but you must give it back to me by the weekend.
long I can lend you the money it back to me by the weekend.

- If we leave right away, I can give you a lift.
provided I can give you a lift right away.
- He has arranged to leave work at four o'clock tomorrow afternoon.
is He at four o'clock tomorrow afternoon.
- Take a coat with you, it might be cold later.
case Take a coat with you cold later.

• Error Correction

17 Cross out the incorrect word in each sentence.

- I'm going to move into my new flat the next week.
- Take some extra money in the case you need it.
- Unless you do your homework, you will not be in trouble.
- She's going to stay in, in case her parents will call.
- If you drop a coin in water, it will sinks.
- Before we will leave, I want to change my shirt.
- By the end of the week, I will have being started my new job.
- As long as you will bring it back tonight, you can borrow the car.
- This time next month, I will have be relaxing on the beach.
- I wonder whether Helen will have come to the picnic tomorrow.

• Word Formation

Adjective suffixes from verbs

- ed: *interest – interested*
- ing: *fascinate – fascinating*
- able: *accept – acceptable*
- ible: *sense – sensible*

18 Form the correct adjective from the word in bold.

- He's not a good teacher. His lessons are very **BORE**
- Art experts argue about how the painting is. **VALUE**
- I could hear the voices of the children playing in the park. **EXCITE**
- Bill will take care of it; he's very **DEPEND**
- The island is by boat. **ACCESS**
- That was a really experience! **FRIGHTEN**
- Did you know that Mr Jackson is a police officer? **RETIRE**

• Open Cloze

- 19 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Tahiti

Just hearing the name Tahiti is enough 0) for many people to conjure up images of a tropical paradise with coconut palms, white sandy beaches, and the beautiful blue sea. Tahiti is the largest island 1) French Polynesia, a group of 118 islands in the South Pacific Ocean which attracts visitors from 2) over the world.

There is never a bad time 3) visit Tahiti, but most tourists come between June 4) October, when the weather is slightly cooler and drier 5) it is during the rest of the year. An excellent reason for visiting during July is the month-long Heiva i Tahiti festival which includes music, dancing and sporting competitions. Another event 6) the whole of French Polynesia gets very excited 7) is the Hawaiki Nui canoe race, which 8) place each November. Up to sixty six-man teams compete in the race which visits four different islands along a course that is more than 116 km 9)

Most tourists have something more relaxing in 10), and they can enjoy shopping in stylish boutiques and traditional markets or walking and climbing in the volcanic mountains. However it 11) hardly surprising that the main reasons people travel to French Polynesia are to relax on the amazing beaches or to take 12) in water sports. Scuba diving, surfing and sailing are very popular in this part 13) the world. Whatever your reasons 14) coming to Tahiti you are bound to be charmed by this stunning island and its unique mixture of French and South Pacific cultures. Most tourists find that one visit is never enough and are drawn back to French Polynesia 15) and time again.

• Multiple Choice Cloze

- 20 Read the text below, then circle the answer A, B, C or D which best fits each space. There is an example (0) at the beginning.

TRAVELLING Advice

These days more people travel abroad than ever 0) before and many of us now have the chance to 1) all sorts of exotic destinations. Of course, most people have a fantastic time and no major problems. 2), being in a strange place, a long way from home, can be bad 3) our health. There are some things that everyone should know about, so that wherever they are going, they will have a holiday that is memorable for all the right 4)

If your destination is 5) the beaten track you should talk to your doctor before you set 6) You may need some vaccinations or to take certain medications with you on your trip. The 7) common disease that travellers suffer from though, is food poisoning. In high-risk areas, only drink water that 8) been boiled or sterilised. This includes not having ice in your drinks and using safe water to brush your teeth. When it 9) to food, be especially careful with meat and seafood, avoid salads, and never eat any food that is undercooked or served lukewarm, rather than 10) hot.

Accidents can happen anywhere, but people on holiday can be at higher risk, so don't leave your common 11) at home. In cars always wear a seat belt, and on motorbikes never forget your helmet. If you are by the sea or the pool with young children, you 12) to take extra care. An adult, who is a strong swimmer, should be watching the kids 13) all times. Another holiday danger is the sun. Build up your exposure slowly and stay indoors in the 14) of the day, when the sun is at its strongest. When you are outside, wear a hat and always use sunscreen 15) the right protection factor for your skin.

- | | | | |
|--------------|------------|-----------|-----------|
| 0 A ago | (B) before | C since | D yet |
| 1 A trip | B travel | C visit | D holiday |
| 2 A However | B Because | C Whereas | D Despite |
| 3 A by | B to | C for | D of |
| 4 A causes | B grounds | C motives | D reasons |
| 5 A away | B off | C along | D up |
| 6 A off | B up | C to | D down |
| 7 A more | B many | C much | D most |
| 8 A have | B has | C had | D having |
| 9 A does | B comes | C has | D goes |
| 10 A frying | B baking | C piping | D smoking |
| 11 A mind | B reason | C brain | D sense |
| 12 A need | B must | C require | D can |
| 13 A through | B during | C at | D for |
| 14 A middle | B centre | C medium | D average |
| 15 A to | B at | C for | D with |

Revision (Units 1 - 3)

21 Circle the correct item.

- 1 Oil on water.
A is floating C has floated
B has been floating D floats
- 2 I to Joe's flat once before.
A only go C have only been
B am only going D have only been going
- 3 She playing computer games.
A is loving C loves
B has loved D has been loving
- 4 Emily remembers Ben at the party last month.
A seeing C have seen
B to see D seen
- 5 Rob got in the car and away.
A drove C had driven
B was driving D drives
- 6 They for about twenty minutes when Murphy scored the first goal.
A played C had been playing
B were playing D used to play
- 7 He won't have come six o'clock.
A when C until
B while D before
- 8 When I was a child, we swimming every day.
A were going C had gone
B used to go D had been going
- 9 I doubt whether we the work this morning.
A are finishing C will finish
B finish D have finished
- 10 Did you know that Hannah forty next October?
A is going to be C will be
B will have been D has been
- 11 If she sees Mark, she him the good news.
A tells C is telling
B will tell D will be telling
- 12 I don't think we'll be able to lift it someone else helps us.
A if C unless
B when D because
- 13 I'll drop you a line I'm on holiday.
A until C when
B as soon as D if

- 14 Will you your car tonight?
A have used C used
B be using D use
- 15 The film at 6 o'clock.
A will start C is starting
B starts D will be starting
- 16 Don't worry Bill is late tonight. He'll be with me.
A when C if
B unless D as long as
- 17 Oh dear, I his name.
A will forget C had forgotten
B have forgotten D forgotten
- 18 They have been married sixteen years.
A since C through
B during D for
- 19 He of buying a second-hand car.
A thinks C is thinking
B will think D will be thinking

22 Fill in the missing word.

- 1 Don't call me on Sunday because I be studying for my exam.
- 2 I wonder John will be at the party tonight.
- 3 We are to the cinema tonight. Why don't you come with us?
- 4 the end of this month, I'll have been working here for two years.
- 5 Will you be able help me paint my apartment this weekend?
- 6 This next week, we will be flying to Madrid.
- 7 Pick me up at 7pm, I will finished my homework by then.
- 8 We having lunch with Colin today.
- 9 I won't going away on holiday this year, I can't afford it.
- 10 I can't believe that my Dad will 72 years old this year.
- 11 She's forgetting to turn her computer off.
- 12 How have you known Pam for?
- 13 I see your house from here.
- 14 By the time they called we had arrived home.
- 15 When I was a student I to work as a waiter.

Infinitive

Forms of the infinitive

	ACTIVE	PASSIVE
Present	(to) repair	(to) be repaired
Present Cont.	(to) be repairing	—
Perfect	(to) have repaired	(to) have been repaired
Perfect Cont.	(to) have been repairing	—

The verb tenses corresponding to the tenses of the infinitive are as follows:

Verb Tenses	Infinitive
present simple (he visits) future simple (he will visit)	to visit
present continuous (he is visiting) future continuous (he will be visiting)	to be visiting
past simple (he visited) present perfect (he has visited) past perfect (he had visited) future perfect (he will have visited)	to have visited
past continuous (he was visiting) present perfect continuous (he has been visiting) past perfect continuous (he had been visiting) future perfect continuous (he will have been visiting)	to have been visiting

- The **present infinitive** refers to the present or future.
*I expect **to find** out my exam results soon.* (active)
*I hope **to be accepted** at Leeds University.* (passive)
- The **present continuous infinitive** refers to an action happening at the time of speaking.
*Dave appears **to be studying** at the moment.*
- The **perfect infinitive** refers to the past. It shows that the action of the infinitive happened before the action of the verb.
*The boys claim **to have finished** their homework.* (active)
*Their homework appears **to have been finished**.* (passive)
- The **perfect continuous infinitive** refers to the past. It emphasises the duration of the action of the infinitive which happened before the action of the verb. *He seems **to have been working** constantly for the last couple of weeks.*

Note: the **perfect infinitive** and the **perfect continuous infinitive** are used with **modal verbs** and verbs such as **seem, claim, expect, believe, and appear**.

The **to-infinitive** is used:

- to express purpose. *Carl went to the shop **to buy** some bread.*
- after certain verbs (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She is hoping **to get** a promotion.*
- after adjectives which describe feelings/emotions (**happy, sad, glad**, etc); express willingness/unwillingness (**willing, eager, reluctant** etc); refer to a person's character (**clever, kind** etc) and the adjectives **lucky** and **fortunate**. *I was very lucky **to win** the race.*

Note: with adjectives that refer to character we can also use an impersonal construction.

It was kind of you to give John a lift.

- after certain nouns and pronouns (**something, anyone** etc) to show that something is necessary or possible.
*Was there **anyone** there to help you?*
- after **too/enough**. *Vanessa is **too** impatient to wait in a queue. Mike isn't old **enough** to vote.*
- to talk about an unexpected event usually with **only**. *I got home **only** to find that I had forgotten my keys.*
- with **it + be + adjective/noun**. *It was **difficult** to solve the problem.*
- after **be + first/second/next/last** etc. *She was **the last** person to finish the exam.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know** etc when they are followed by a question word. *She **explained** what we had to do.*
- **BUT: wonder why** is followed by a clause (NOT an infinitive) *I wonder why she didn't tell us.*
- after **would like, would prefer, would love** etc. to express a specific preference
I would love to visit India one day.
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc.
To be honest, I'd rather not go.

Note: if two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *She promised to call and tell me what was happening.*

The infinitive without **to** is used:

- after modal verbs. *Greg can play the piano.*
- after the verbs **let, make, see, hear, and feel**. *Her boss made her work overtime.*
- **BUT: we use the to-infinitive after be made, be heard, be seen** etc (passive form). *She was made to work overtime.*
- Note: when **see, hear** and **watch** are followed by an **-ing form** there is no change in the passive.
He saw me talking to Anna. – I was seen talking to Anna.
- after **had better** and **would rather**. *We had better leave soon.*
- **Help** can be followed by either the **to-infinitive** or the **infinitive without to**. *She helped me (to) paint my flat.*

-ing Form

Forms of the -ing form

	ACTIVE	PASSIVE
Present	visiting	being visited
Perfect	having visited	having been visited

- The present **-ing form** refers to the present or future. *He hates walking to work. He hates being visited on Sundays.*
- The perfect **-ing form** shows that the action of the **-ing form** happened before the action of the verb. We can use the simple **-ing form** instead of the perfect **-ing form** with no change in meaning. *She admitted visiting/having visited Jamie.*

The **-ing form** is used:

- as a noun. *Swimming is a great way to get fit.*
- after certain verbs (**admit, appreciate, avoid, confess, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**) *Jack wants to quit smoking.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Tom hates working at the bank.*
- **BUT: for a specific preference (would like/would prefer/would love)** we use a **to-infinitive**. *I'd love to come.*

The **-ing form** is used:

- after expressions such as **be busy**, **it's no use**, **it's (no) good**, **it's (not) worth**, **what's the use of**, **can't help**, **there's no point in**, **can't stand**, **have difficulty (in)**, **have trouble** etc. *I am busy writing a report.*
- after **spend**, **waste**, or **lose** (time, money, etc). *We wasted a lot of time fixing the computer.*
- after verbs and expressions such as **look forward to**, **be used to**, **in addition to**, **object to**, **prefer** (doing sth to sth else). *He isn't used to living alone.*
- after prepositions. *Elaine is scared of flying.*
- after the verbs **hear**, **listen to**, **notice**, **see**, **watch**, and **feel** to describe an incomplete action. *I heard Samantha talking on the phone. (I only heard part of the conversation).*

BUT: we use the **infinitive without to** with **hear**, **listen to**, **notice**, **see**, **watch**, and **feel** to describe the complete action. *I heard Samantha tell the story. (I heard the whole story).*

Difference in meaning between the to-infinitive and the -ing form:

Some verbs can take either the **to-infinitive** or the **-ing form** but with a change in meaning.

forget + to-infinitive = not remember

He forgot to buy milk.

forget + -ing form = not recall

I'll never forget visiting Egypt.

remember + to-infinitive = not forget

Did you remember to call Lucy?

remember + -ing form = recall

I remember coming here before.

mean + to-infinitive = intend to

He never meant to upset her.

mean + -ing form = involve

Being a firefighter means taking risks.

regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as **say**, **tell**, **inform**)

I regret to inform you that your phone has been cut off.

regret + -ing form = feel sorry about

He is going to regret selling his record collection.

Comparisons

Use

- We use the **comparative form** to compare two people, things, places, etc. We usually use **than** with comparative adjectives.
- We use the **superlative form** to compare **one person/thing/etc** with **more than one person/thing/etc** in the same group. We use **the ... of/in** with superlative adjectives. We use **in** with the superlative when we talk about places.

It's the most expensive necklace in the shop. (NOT: of the shop)

Spelling

- With **one-syllable** adjectives ending in **-e**, we add **-r** in the comparative and **-st** in the superlative form.
nice – nicer – nicest
- With **one-syllable** adjectives ending in a **vowel + a consonant**, we double the last consonant and add **-er/-est**.
thin – thinner – thinnest
- With **two-syllable** adjectives ending in **-ly** or **-y**, we change the **-y** to **i** and add **-er/-est**.
easy – easier – easiest

	Adjective	Comparative	Superlative		Adjective	Comparative	Superlative
short adjectives	big small	bigger smaller	the biggest the smallest	Irregular forms	good bad little many much	better worse less more more	the best the worst the least the most the most
-y adjectives	noisy	noisier	the noisiest				
longer adjectives	beautiful	more beautiful	the most beautiful				

- We use adjectives or their comparative and superlative forms to make comparisons.

Adjectives

- very + adjective** (emphasises adjective). *George is a very good student.*
- as + adjective + as** (to show that two people or things are similar in some way. In negative sentences we use **not as/so ... as**). *I'm sure Brian is as clever as Polly.*
- less + adjective + than** (expresses the difference between two people or things. The opposite of **more ... than**). *The sequel was less successful than the original.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group. The opposite of **most ... of/in**). *It's the least expensive restaurant in the city.*

Comparatives

- much/a lot/far/a little/a bit/slightly/even + comparative** (expresses the degree of difference between two people or things) *Anne is much younger than Steve. – Riding a motorbike is a lot more dangerous than driving a car. – She was far happier when she only worked part time. – I think it's a little warmer than it was yesterday. – It was a bit more expensive than I thought it would be. – She said that the second exam was slightly easier than the first one. – Since his operation, he has been walking even more slowly.*
BUT: **many more + uncountable noun**. *Tom ate many more biscuits than Paul.*
- comparative + comparative** shows that something is increasing or decreasing
We seem to start later and later every day.
- the + comparative ..., the + comparative** (shows that two things change together or that one thing depends on another thing) *The longer the journey went on, the more beautiful the scenery became.*

Superlatives

- by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group) *He is by far the best player in the team.*

Fairly – Quite – Rather – Pretty

- a + fairly** *This is a fairly cheap dress but I'm sure you can find something cheaper.*
- quite a/an** = enough *This is quite a cheap dress. You should buy it.*
- quite + adjectives** such as horrible, ridiculous, brilliant, amazing, extraordinary, impossible, true, certain, etc (= completely, totally) *Getting this finished by 5 o'clock is quite impossible.*
- rather + a(n) or a rather** (= more than usual/wanted etc) *She's got rather a/a rather good point saying so.*
- rather + comparative form + than** *He's rather taller than I expected.*
- a pretty** (quite common in everyday English) *He's got a pretty nasty cut on his arm.*

Too - Enough

- **Too** has a negative meaning. It shows that something is more than enough, necessary or wanted. We use **too** in the following ways:
 - **too + adjective/adverb + to-infinitive** *It is **too cold** for me **to swim**.*
 - **too ... for somebody/something** *This coffee is **too strong** for me.*
 - **too ... for somebody/something + to-infinitive** *The lake is **too polluted** for fish **to live in**.*

We also use **too + much** with uncountable nouns and **too + many** with countable nouns in the plural.
*There is **too much rubbish** in the bin. – There are **too many cars** on the road.*

But: Before adjectives not followed by a noun or adverbs, we use only **too**. *Terry is **too short** to play basketball.*
 (NOT: ~~too much short~~)

- **Enough** has a positive meaning. It shows that there is just as much of something as is wanted or needed. We use **enough** in the following ways:
 - **adjective/adverb + enough + to-infinitive** *It is **warm enough** to swim.*
BUT: not + adjective/adverb + enough + to-infinitive (negative meaning) *It **isn't warm enough** to swim.*
 - **enough + noun + to-infinitive** *I've got **enough time** to have a coffee.*

1 Fill in the correct form of the verb in brackets (to -infinitive or -ing form), as in the examples.

- 1 He goes to evening classes *to learn* (**learn**) Italian.
- 2 *Learning* (**learn**) a language can help you to get a job.
- 3 Oh no! I forgot (**buy**) eggs when I was at the supermarket.
- 4 The government is determined (**solve**) some of the environmental problems facing the area.
- 5 Dan prefers (**cook**) at home to eating out.
- 6 There's no point in (**buy**) a computer if you are not going to use it.
- 7 They have decided (**decorate**) the living room.
- 8 The children love (**go**) to the swimming pool.
- 9 I regret (**tell**) Alice what Sean had said.
- 10 Hydroelectricity and wind turbines can be used (**provide**) environmentally friendly energy.

2 Rewrite the sentences using **for**, as in the example.

- 1 I must finish this work today.
 It's important *for me to finish this work today*.

- 2 Heather brought that CD so that we can listen to it.
 Heather brought
- 3 The exercise was easy. Everyone could do it.
 The exercise was easy enough
- 4 Kevin shouldn't drive so quickly, it's dangerous.
 It's dangerous
- 5 Tina said she would call me but I'm still waiting.
 I'm still waiting

3 Write the correct form of the verb in brackets.

- 1 I like (**watch**) TV at the weekends.
- 2 I'd like (**go**) to the cinema tonight.
- 3 I'll never forget (**meet**) David Beckham.
- 4 Don't forget (**lock**) the door.
- 5 He regrets (**leave**) school so early.
- 6 I regret (**inform**) you that you haven't been accepted for the job.
- 7 Do you remember (**visit**) Paris?
- 8 Remember (**call**) me tonight.
- 9 She stopped (**work**) when she was sixty-five.
- 10 He stopped (**fix**) the puncture.

- 4 Look at pictures and in pairs make up dialogues, as in the example.



A: you fancy/meet/coffee/after work?
 B: Sorry/can't/ agree/do/overtime tonight
 A: Do you fancy **meeting** for a coffee after work?
 B: Sorry I can't ...



A: We/decide/give/you/job
 B: that be/fantastic/when/you like me/start?



A: you look/forward to/go/party tonight?
 B: Yes/can't wait/see/old friends again

- 5 Match the phrases in Column A to those in Column B to make complete sentences, then make similar sentences using the phrases in Column A and your own ideas.

A

I can't stand
 I love
 I'd like
 I'm thinking about
 I can

B

going to Spain this summer.
 watching old movies.
 use a computer.
 to go away for the weekend.
 being in crowded places.

- 6 Use the phrases to make up sentences about yourself.

1 I can't help
 2 I'm not used to

- 3 One day I hope to
 4 I would love
 5 I had better

- 7 Complete the table by filling in the adjectives, comparatives and superlatives, as in the example.

	Adjective	Comparative	Superlative
1	bright	brighter	brightest
2	.....	taller	.....
3	expensive	.....	.....
4	.....	.....	easiest
5	.....	more interesting	.....
6	simple	.....	.....
7	.....	.....	latest
8	.....	.....	best
9	big	.....	.....
10	.....	worse	.....

- 8 Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- 1 A: The weather's beautiful today, isn't it?
 B: Yes, they said on the radio that it was **the hottest (hot)** day of the year so far.
 2 A: I think I'd prefer the black skirt.
 B: I know but this one is (**cheap**).
 3 A: The film lasted for more than three hours!
 B: Yes, it was much (**long**) I expected.
 4 A: Chris is the best player on the team, isn't he?
 B: Actually, I think Steve is even (**good**).
 5 A: Mark is very clever, isn't he?
 B: Yes, he's (**intelligent**) person I know.
 6 A: We have a lot of work to do at the moment.
 B: This is always (**busy**) time of year.
 7 A: I was very surprised when I met Maggie.
 B: Why? Did you think she would be (**young**)?
 8 A: It's about a two-hour drive.
 B: Really? I thought it was much (**far**) away than that.
 9 A: Did you read that book?
 B: Yes, it was excellent, (**interest**) thing I have read for ages.
 10 A: Are you going to the hairdresser's today?
 B: No. I phoned, but (**early**) appointment they had was at two o'clock and I have to be at work at one.

- 9 Write the correct form of the comparative or superlative and then complete the sentences with your own ideas.

- 1 I find that *Maths* is *the most difficult* (**difficult**) school subject.
- 2 In my opinion (**frightening**) animal of all is
- 3 (**good**) holiday I ever had was
- 4 Salads are (**healthy**) than
- 5 I'm sure that (**interesting**) job than
- 6 I think that (**funny**) film I have seen in a long time.
- 7 (**big**) environmental problem facing my country.
- 8 Gold (**expensive**) than
- 9 (**happy**) person I know.
- 10 I would say that (**fast**) than

- 10 Use the information below and the prompts to make up sentences using **much**, **more**, **many** or **a bit**, as in the examples.

Top-Ranking Airline Companies

	Air Tropicana	Trans-European Airways
When established:	1967	1968
Distance flown per day:	15,200 km	11,612 km
Ave. Age of Aircraft:	6	8
Accidents:	5	12
Destinations:	214	179
Delays per week:	42	17
Cabin Crew per flight:	13	15

- be/old
Air Tropicana is a bit older than Trans-European Airways.
- fly/far
Air Tropicana flies much further than Trans-European Airways.
- aircraft/old
- have/accidents
- fly/interesting places
- planes/reliable
- service/good

- 11 Underline the correct word.

- 1 I **quite/pretty** enjoyed the concert but it could have been better.
- 2 If I were you, I would take the bus; it's **fairly/rather** a long way to walk.
- 3 She's a **rather/quite** fast runner. I'm sure she'll win the race.
- 4 I know you don't believe me, but it's **fairly/quite** true.
- 5 I think this exam was **fairly/quite** a lot easier than last year's.
- 6 The restaurant was **rather/pretty** more crowded than I expected.
- 7 It's a very nice house but it will need **quite/pretty** a lot of work before anyone can live there.
- 8 It was a **quite/pretty** good film, you should see it.

- 12 Fill in **too/enough**.

- 1 David is ~~too~~ tired to go to the party.
- 2 Sam is old to go into town on his own.
- 3 He arrived at the cinema late to watch the film.
- 4 Jane hasn't studied to pass her exam.
- 5 This soup is hot to eat.
- 6 Paul hasn't got money to buy a new car.

Use of English

- Error Correction

- 13 Cross out the incorrect word in each sentence.

- 1 I'm going for shopping on Saturday, would you like to come with me?
- 2 Let's take my car, it's more bigger than yours.
- 3 The exam is too difficult, so you'd better study hard.
- 4 I hate to watching old movies.
- 5 I can't stand to being ignored.
- 6 You should be most careful when you cross the road.
- 7 We will get there on time if we will leave now.
- 8 This small TV costs as more than that big one!
- 9 I haven't got very enough money to go on holiday this year.
- 10 The more older he gets, the lazier he becomes.

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 I couldn't move the washing machine by myself because it was so heavy.
too The washing machine was **too heavy for me to** move by myself.
- 2 I wanted to get two tickets for the concert but I could only afford one.
enough I didn't have **enough money for two** tickets for the concert.
- 3 I always worry about my family when I go away on a business trip.
help I **can't help worrying** about my family when I go away on a business trip.
- 4 I'm really excited about starting university.
forward I'm really **looking forward to starting** university.
- 5 I could never be happy working in a fast food restaurant.
hate I would **hate to work** in a fast food restaurant.
- 6 I always get depressed when I see people treating animals cruelly.
without I can't see people treating animals **cruelly without getting** depressed.
- 7 My father insists that I water the plants on Saturdays.
makes My father **makes me water the plants** on Saturdays.
- 8 I have never had such a tasty meal before.
best This is the **best meal I have ever** had.

14 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 I can't afford to buy those boots.
expensive Those
me to buy.
- 2 It's not her fault that she's lazy as her mother always does everything for her.
help She can't
because her mother always does everything for her.
- 3 Please remind me to call the plumber tomorrow.
forget Don't let me
the plumber tomorrow.
- 4 I can't wait to meet your brother.
forward I'm
your brother.

- 5 I'm glad I don't live in a cold country.
hate I would a cold country.
- 6 Chris would rather not go to the cinema tonight.
feel Chris
to the cinema tonight.
- 7 My parents won't let me watch TV until I finish my homework.
make My parents my
homework before they let me watch TV.
- 8 I have never met anyone who cooks as badly as your brother does.
worst Your brother
cook I have ever met.
- 9 Whenever I eat snails, I remember my first trip to Paris.
without I can't eat snails
to Paris.
- 10 The cake was too small so not everyone got a piece.
enough There wasn't
everyone to have a piece.
- 11 It was difficult to persuade Robert to take the course.
difficulty I
Robert to take the course.
- 12 Jane's car is as old as Lisa's.
same Lisa's car is
Jane's.

• Word Formation

Verbs formed from adjectives

- en: broad – broaden
- ise: popular – popularise
- ify: false – falsify
- en-: rich – enrich

15 Form the correct verb from the word in bold.

- 1 The teacher should the information so that everybody understands it. **SIMPLE**
- 2 These trousers are too long, I'll have to them. **SHORT**
- 3 They are planning to the factory and buy new machinery. **MODERN**
- 4 They boiled the water in order to it. **PURE**
- 5 I think you should some of the photographs. **LARGE**
- 6 The council has decided to the main road into the city centre. **WIDE**

• Open Cloze

- 16 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.



Wheelie Bins

Once 0) *upon* a time, bins were large, heavy, metal objects which were difficult to lift and carry. They were 1) of one long metal sheet, joined along its longest edge, with a circular metal base. They had two handles, one 2) which dustmen would use to lift them and swing them onto their shoulders, showing little care for hygiene, or for their own physical well-being.

As soon 3) plastic bins became available, these took 4) from the old metal ones. They were similar in appearance and weight, but were harder 5) damage or dent. However, being made of plastic, they were not suitable for hot waste, 6) as ashes, as these destroyed their interiors.

In many parts of the world, the standard bin has now been replaced 7) the wheelie bin. These are large, rectangular, plastic boxes on wheels, with a hinged lid and a bar which allows the bin to 8) pushed or pulled along. Most wheelie bins are black, but some are green, brown or red. They are designed to be just as spacious as the old bins, 9) well as being easier to move around and 10) likely to cause injuries. Many local councils insist that bins are left at the side of the road for collection, and for many people, carrying one of the old bins 11) the back garden to the front of the house was enough to cause serious muscle damage.

No matter 12) well-designed a bin may be, however, there will always be problems. Wheelie bins are unattractive and can also be difficult to manoeuvre up and down steps. What 13) more, if you are unfortunate enough to drop something in the bottom of one of them, you will have a hard time getting it 14) again, as the bins are about four feet tall. Nevertheless, they are certainly a step 15) and give us hope that, perhaps one day, someone will design a truly trouble-free bin.

• Multiple Choice Cloze

- 17 Read the text below, then circle the answer A, B, C, or D which best fits each space. There is an example (0) at the beginning.



Whale Watching

Are whales more 0) *intelligent* than human beings? Many people believe that they are, and are fascinated by these enormous yet graceful creatures. In recent years, whale watching has become extremely popular, as more and more people want to experience the feeling that they are developing a 1) relationship with whales.

Whale watching involves sailing out a long way from shore, often through very 2) waters. As a result, many whale watchers are too busy worrying about their upset stomachs or trying not to fall overboard to actually look for whales. Most of them 3) on a guide to keep an 4) out for the flash of a fin or a glimpse of a tail to let them know when to look.

However, there will not always be whales to see, and even 5) there are, there is no 6) that the whale watchers will notice them. Whales are so 7) home in the sea, and 8) into the water so well that they can be hard for people to 9) even when one has been pointed 10) to them. A competent guide will usually be able to find at least one, though, and it has to be said that a whale in its natural 11) is a wonderful sight.

The lucky whale watcher will be 12) to a spectacular display of water gymnastics, as occasionally, whales will 13) into the air or wave at their audience with their tails. They often spout jets of water high 14) the air. These acts generally make whale watchers feel as though their trip has been 15) and has brought them closer to understanding these huge, strange mammals.

- | | | | | |
|----|--------------|----------------------|-------------|---------------|
| 0 | A clever | B intelligent | C smart | D bright |
| 1 | A private | B individual | C own | D personal |
| 2 | A rough | B uneven | C jagged | D coarse |
| 3 | A trust | B assume | C rely | D believe |
| 4 | A ear | B eye | C arm | D elbow |
| 5 | A if | B though | C as | D whether |
| 6 | A promise | B agreement | C guarantee | D contract |
| 7 | A in | B to | C with | D at |
| 8 | A mix | B blend | C combine | D join |
| 9 | A spot | B look | C watch | D glance |
| 10 | A in | B to | C out | D for |
| 11 | A home | B place | C habitat | D location |
| 12 | A given | B treated | C shown | D entertained |
| 13 | A fall | B swim | C climb | D jump |
| 14 | A into | B across | C up | D through |
| 15 | A worthwhile | B useful | C wasted | D sensible |

Revision (Units 1-4)

18 Circle the correct item.

- 1 You must to the party.
A coming C to come
B come D to coming
- 2 Shall we stop on the way there something to eat?
A getting C to get
B get D have got
- 3 You'd better it with Mrs Harris and find out the details.
A discussing C to discuss
B discuss D have discussed
- 4 I enjoy to work in the morning.
A walking C to walk
B walk D be walking
- 5 She went on a diet some weight.
A losing C to lose
B lose D having lost
- 6 I wanted Laura before she left.
A seeing C to see
B see D to seeing
- 7 It's a shame Lisa couldn't come, I was looking forward her.
A meeting C to meet
B meet D to meeting
- 8 We should let Gary what time we are meeting.
A knowing C to know
B know D to knowing
- 9 Bob is very worried about the exam.
A failing C to fail
B fail D having failed
- 10 I regret you that the restaurant will not open this evening.
A informing C to inform
B inform D to have informed
- 11 What's the boring film you've seen?
A much C most
B more D less
- 12 Don't tell Ann she asks.
A as long as C provided
B unless D if
- 13 He's late usual.
A much C so
B like D as

- 14 We'd better wait it stops raining.
A before C until
B for D while
- 15 James back by Tuesday.
A is C will be
B has been D will have been
- 16 He failed his new boss.
A to impress C to impressing
B impressing D in impressing
- 17 It's than a week since I spoke to Jim.
A over C more
B rather D much
- 18 This bag is heavy for John.
A enough C so
B much D too
- 19 She was made late.
A stay C to stay
B staying D having stayed
- 20 Don't go your name is called.
A until C as soon as
B after D yet

19 Fill in the missing word.

- 1 She learned to use the computer.
- 2 He was really happy to about Jo's engagement.
- 3 Tony has working hard all day.
- 4 The river is polluted to swim in.
- 5 He asked they had to go.
- 6 It's a colder than it was yesterday.
- 7 Peter is determined as James.
- 8 Sam is by the best student in the class.
- 9 The further we walked, the tired we became.
- 10 There are too factories in this part of town.
- 11 The longer the telephone call, the you pay.
- 12 I'm sure you can do better this.
- 13 She didn't get the job because she wasn't experienced
- 14 It's been raining morning.
- 15 She isn't to working late.
- 16 you washed the dishes?
- 17 She having lunch at 12 o'clock yesterday.
- 18 Take an umbrella in it rains.
- 19 you go to work yesterday?
- 20 It was cold yesterday but today is colder.

Modal Verbs

Use	Present / Future	Past
ability	<p><i>She can play the viola.</i></p> <p><i>He's able to write poems.</i></p>	<p><i>She could/was able to play the viola. (repeated action - ability in the past)</i></p> <p><i>We were able to escape from the burning hotel. (single action)</i></p>
possibility	<p><i>She can still be at school. (90% certain)</i></p> <p><i>She could be late. (50% certain; it's possible she will be late)</i></p> <p><i>Sam may be sleeping. (50% certain; it's possible that he is sleeping)</i></p> <p><i>They might need some help. (40% certain; perhaps they need some help)</i></p> <p><i>It is likely that Tom will come tomorrow.</i></p> <p><i>Tom is likely to come tomorrow.</i></p>	<p><i>He could have drowned. (Luckily he didn't.)</i></p> <p><i>Ann may have got lost. (Perhaps she is lost.)</i></p> <p><i>Tom might have sold his car. (Perhaps he has sold it.)</i></p> <p><i>It was likely that the star had disappeared.</i></p> <p><i>The star was likely to have disappeared.</i></p>
probability	<p><i>She will be 20 next month. (100% certain; prediction)</i></p> <p><i>They should arrive tonight. (90% certain; future only; it's probable)</i></p> <p><i>He ought to be at work now. (90% certain; he will probably be at work)</i></p>	<p><i>She should have left by now. (She has probably left.)</i></p> <p><i>He ought to have recorded his new CD by now. (He has probably recorded it.)</i></p>
logical assumptions	<p><i>You must know that. (90% certain - positive; I'm sure you know that)</i></p> <p><i>She can't have so many pets. (negative; I'm sure she hasn't)</i></p> <p><i>They couldn't be at home now. (negative; I don't think they're at home now)</i></p>	<p><i>She must have been seriously ill. (positive; I'm sure she was.)</i></p> <p><i>They can't have been abroad. (negative; I'm sure they weren't.)</i></p> <p><i>They couldn't have been married. (negative; I don't think they were married.)</i></p>
permission	<p><i>You can/can't open your book. (giving or refusing permission; informal)</i></p> <p><i>Could I go out? (more polite; asking for permission)</i></p> <p><i>You may go out. (formal; giving permission)</i></p> <p><i>Might I make a phone call? (more formal; asking for permission)</i></p> <p><i>I'm afraid you can't/mustn't make a phone call. (informal; refusing permission)</i></p> <p><i>Passengers may not use mobile phones. (formal; refusing permission - written notice)</i></p>	<p><i>They weren't allowed to/couldn't enter the country.</i></p> <p><i>She was allowed to see the files. (not: could)</i></p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
necessity	<p><i>I must pay the bill tomorrow. (I say so)</i></p> <p><i>They have to wear uniforms. (necessity coming from outside the speaker)</i></p> <p><i>He's got to catch the train. (informal)</i></p> <p><i>The car needs servicing. OR The car needs to be serviced. (It's necessary)</i></p> <p><i>She doesn't have to/doesn't need to/needn't type it now. (It isn't necessary - absence of necessity)</i></p> <p><i>You ought to drop them a line. (It's necessary)</i></p>	<p><i>I had to pay the bill on Friday. (I was obliged to)</i></p> <p><i>They had to wear uniforms at the private school.</i></p> <p><i>He had to catch the train.</i></p> <p><i>The car needed servicing. OR The car needed to be serviced. (it was necessary)</i></p> <p><i>She didn't have to/didn't need to work overtime. (It wasn't necessary for her to work overtime and she didn't. - absence of necessity)</i></p> <p><i>You needn't have made me a cake. (It wasn't necessary to make me a cake, but you did.)</i></p>

Use	Present / Future	Past
advice	<p>You should be more careful. (general advice; I advise you)</p> <p>You ought to brush your teeth every day. (I advise you; most people believe this)</p> <p>We had better cancel this trip. (It's a good idea; advice on a specific situation)</p> <p>Shall we borrow money from the bank? (asking for advice)</p>	<p>You should have been more careful. (but you weren't)</p> <p>He ought to have given her a lift. (but he didn't)</p> <p>It would have been better if we had cancelled the trip. (but we didn't)</p>
criticism	<p>You could at least let me know.</p> <p>He should try again.</p> <p>She ought to be on time.</p>	<p>You could at least have let me know.</p> <p>He should have tried again. (but he didn't)</p> <p>She ought to have been on time. (It was the right thing to do, but she didn't do it.)</p>
obligation	<p>I must study harder. (I need to; I say so)</p> <p>I have to study harder. (I'm obliged to; my teachers say so)</p> <p>We ought to exercise daily. (It's the right thing to do, but we don't always do it.)</p>	<p>I had to study harder.</p> <p>I had to study harder.</p> <p>We ought to have given more money to charity. (It was the right thing to do, but we didn't do it.)</p>
requests	<p>Can I borrow your book? (informal)</p> <p>Could I borrow your book? (polite)</p> <p>May I have the book when you finish it? (formal)</p> <p>Might I turn up the radio? (very formal)</p> <p>Will you help me with this exercise? (very friendly)</p> <p>Would you mind not smoking in here? (polite)</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
offers	<p>Can I help you with the housework? (informal)</p> <p>Shall I prepare snacks for the picnic? (informal)</p> <p>Would you like me to mow the lawn for you?</p>	<p>—</p> <p>—</p> <p>—</p>
suggestions	<p>Shall we go to the theatre?</p> <p>We can always catch a later bus.</p> <p>We could go to the beach at the weekend.</p>	<p>—</p> <p>—</p> <p>You could have used my car.</p>
prohibition	<p>You can't make overseas calls. (you aren't allowed to)</p> <p>You mustn't take photographs. (it's forbidden)</p> <p>You may not park here. (formal)</p>	<p>They couldn't make overseas calls. (They weren't allowed to.)</p> <p>—</p> <p>—</p>
duty	<p>All motorists must observe the Highway Code.</p> <p>People ought not to smoke. (It's the right thing to do, but people don't always do it.)</p>	<p>All employees had to sign new contracts.</p> <p>She ought to have taken her parents' advice. (It was the right thing to do, but she didn't do it.)</p>

Needn't – Didn't need to – Needn't have

- don't have to/don't need to/ needn't + present infinitive (it is not necessary in the present or future) *You **don't have to/don't need to/needn't** wake up early tomorrow. It's Sunday.* (It is not necessary to wake up ...)
- didn't need to/didn't have to + present infinitive (it was not necessary in the past and we may not know if the action happened or not.) *She **didn't need to/didn't have to** wake up early yesterday. It was Sunday.* (It wasn't necessary for her to wake up early and we don't know if she did or not.)
- needn't + bare perfect infinitive (We know that sth happened in the past although it was not necessary.) *You **needn't have** left so early last night.* (You did, although it was not necessary.)

Must (affirmative logical assumption) – May/Might (possibility) – Can't/Couldn't (negative logical assumption)		
Present Infinitive	<i>She must study a lot.</i> <i>She may study a lot.</i>	<i>I'm sure she studies a lot.</i> <i>Perhaps she will study a lot.</i>
Present Continuous Infinitive	<i>She must be studying.</i> <i>She may/might be studying.</i>	<i>I'm sure she is studying.</i> <i>Perhaps she will be studying.</i>
Perfect Infinitive	<i>She can't have studied.</i> <i>She can't have studied.</i> <i>She can't have studied.</i>	<i>I'm sure she didn't study.</i> <i>I'm sure she hasn't studied.</i> <i>I'm sure she hadn't studied.</i>
Perfect Continuous Infinitive	<i>She may have been studying.</i> <i>She may have been studying.</i>	<i>Perhaps she was studying.</i> <i>Perhaps she has been studying.</i>

Question Tags

Question tags are short questions at the end of statements used to confirm if the statement is true or not.

- They are formed with the modal or auxiliary verb from the main sentence and the appropriate subject pronoun.
A positive statement takes a negative question tag. *You are coming with us, aren't you?*
A negative statement takes a positive question tag. *He can't speak English, can he?*
- When there is no auxiliary or modal verb, we use **do/does** or **did** + subject pronoun.
Helen works for Infotec, doesn't she? Felix doesn't like classical music, does he?
- When the statement contains a negative adverb of frequency such as **rarely, never, hardly, seldom**, we use a positive question tag. *She never watches TV, does she?*
- The question tags of some verbs/expressions are formed differently.
I am invited to the party, aren't I?
(imperative) *Leave me alone, will/won't you? Don't tell anyone, will you? Let's have a picnic, shall we?*
There is some ice in the fridge, isn't there? There are a few biscuits left, aren't there?
He has got a motorbike, hasn't he? BUT: You have enough money, don't you?
This is/That is Jane's bag, isn't it?

Note:

- When you are sure of the answer and expect agreement, your voice goes down in the question tag.
He has lived abroad, hasn't he?
- When you are not sure of the answer, your voice goes up in the question tag. *You don't eat meat, do you?*

1 Complete the dialogues by filling in **must, mustn't, can, can't, needn't** or **have to**, as in the example.

- A: Do I need to buy a ticket in advance?
B: No, you **can** buy one there, if you like.
- A: I haven't eaten anything all day.
B: Really? You be starving.
- A: Are you working late again tonight?
B: Yes we finish the project by the weekend.
- A: Would you like me to cook dinner tonight?
B: Oh you do that. I'll make something when I get back.
- A: Have you seen this note I got from Alex? I read any of it.
B: Oh, I know. His handwriting is awful, isn't it?
- A: So, we'll meet at the station at six o'clock.
B: OK, fine. You forget to call Adam to let him know what time we're arriving.
- A: It's a shame we didn't book that holiday, isn't it?
B: Yes but there's nothing we do about it now, I'm afraid.

- 8 A: You look happy. What did the doctor say?
B: Oh, he said my knee is much better and I go back and see him again.
- 9 A: Do you think that's Paul's sister?
B: No, it be. He said she would be in Rome this week.
- 10 A: Is Jane home yet?
B: No, she still be at work. She said she would be late today.

2 Underline the correct modal verb.

- 1 She said she **couldn't/can't** come yesterday because she had already made plans to go out with her sister.
- 2 We **can't/mustn't** have run out of milk, I bought some this morning.
- 3 We **need to/should** have invited Craig to the party.
- 4 Louise isn't upstairs. She **can/must** have left already.
- 5 I wonder why Hannah didn't come to work today. Maybe one of us **may/should** call and check that she's alright.
- 6 We **must/might** finish all the work by 10.30. I'm not sure yet.
- 7 We **needn't/oughtn't to** leave right away, we have plenty of time.
- 8 I'm afraid you **can't/mustn't** speak to Mr Lambert at the moment, he's in a meeting.
- 9 I can't do my History homework. Do you think you **could/should** help me?
- 10 You **mustn't/needn't** tell him about the party. We want it to be a surprise.

3 Where might you see each of the following signs? Write sentences to explain what each one means, as in the example.



- 1 (In a park) – You **mustn't** play ball games in this area.

4 Underline the correct modal verb, then explain its use.

- 1 Excuse me, **will/could** you tell me how to get to Oxford Street, please?
- 2 You **needn't/shouldn't** pick up the children from school, I'm leaving work early today so I can do it.
.....

- 3 The doctor said I **can't/mustn't** eat too much red meat.
- 4 He's got a terrible toothache. He really **should/could** go to the dentist.
- 5 I **mustn't/might** go out tonight, if I finish this project.
- 6 You **must/ought** to eat at least three pieces of fruit each day.
- 7 You **mustn't/shouldn't** forget to pay the phone bill today.
- 8 You **must/ought to** wear a helmet when you ride a motorbike, it's against the law not to.
- 9 You **might/may** borrow my new earrings, as long as you don't lose them.
- 10 You **shouldn't/can't** have eaten so many sweets. No wonder you've got stomach ache!

5 Fill in **needn't have/didn't need to** and the correct form of the verb in brackets to complete the sentences.

- 1 Luckily I (do) all of the work again because I had a back up copy on disk.
- 2 It turned out that I (call) Jo because Ian had already told her the news.
- 3 I (buy) more milk because Mum had already bought some.
- 4 She (dress) smartly for the party, so she wore her jeans.
- 5 John (go) into the bank, he could have closed his account over the phone.
- 6 They (walk) to the supermarket because Simon gave them a lift.

6 Use **can, can't, have to, don't have to** and **needn't** with the prompts below to ask and answer questions about using public transport in your country. You can use your own ideas.



- buy a ticket to travel on the bus/train
- buy a monthly travel pass
- travel free if you are over 65
- eat or drink in the vehicle
- buy tickets in advance

- A: Do I **have to** buy a ticket to travel on the train or bus?
B: Yes, you do. Can I ... etc

- 7 Look at the photographs and use the prompts to make up sentences using **must**, **mustn't** or **needn't**.

On the ferry



- buy a ticket
- throw litter over the side
- make a reservation

You must buy a ticket before you get on the ferry.

At the airport



- have too much luggage
- check in
- take your luggage on board

At the ATM



- take your receipt
- forget your PIN number
- have your ID with you

- 8 Look at the pictures and make as many assumptions as possible, as in the examples.



*He might be late for an appointment.
He can't be on holiday.
He could be on his way home.*



- 9 Choose the correct answer.

- 1 A: Do you think you could help me with this?
B: **a** Of course.
b Yes, I need to.

- 2 A: Shall we go to the cinema tonight?
B: **a** Sorry, we won't.
b Sorry, I can't.
- 3 A: Could you post this for me while you're out?
B: **a** Not at all.
b No problem.
- 4 A: Can I talk to you for a moment?
B: **a** Yes, you will.
b Certainly.
- 5 A: Would you pick Ron up tomorrow?
B: **a** Of course I would.
b Of course I will.
- 6 A: Will you tape that film for me tonight?
B: **a** I'd be happy to.
b Yes, I may.

- 10 Fill in the correct question tags.

- 1 Let's go for a walk,?
2 He rarely goes out on a week night,?
3 She lives near me,?
4 This is your newspaper,?
5 You haven't finished your homework,?
6 The children are very quiet today,?
7 He is a good cook,?
8 You haven't got a CD player,?
9 Tony loves Italian food,?
10 You will come to the party,?

Use of English

- Error Correction

- 11 Cross out the incorrect word in each sentence.

- 1 I must to go to the bank at lunchtime to get some money.
2 You should to stop eating junk food.
3 They didn't have been to work because it was their day off.
4 I wasn't be able to call you because your phone was engaged.
5 Don't let me forget, I must have to phone my parents tonight.
6 I am used to be able to play the piano when I was younger.
7 He didn't need to have clean the kitchen because Rick had already done it.
8 Need I to go with them?
9 We don't ought have to go if you don't want to.
10 They might have to caught the train if Joan had been ready on time.

• Word Formation

• Key Word Transformations

Prefixes forming opposites

de-: deactivate, decode
dis-: disadvantage, disinfect

in-: independent, indecisive
il-: (before l) illogical
im-: (before m and p) impossible
ir-: (before r) irresistible
non-: non-smoker, non-toxic
un-: unfair, untidy

used with

verbs
verbs, adjectives,
nouns
adjectives, nouns
adjectives, nouns
adjectives, nouns
adjectives, nouns
adjectives, adverbs
and nouns

12 Complete the sentences with a word formed from the word in bold.

- 1 Luckily, the house was when the fire broke out. **OCCUPIED**
- 2 It was a relaxed, occasion. **FORMAL**
- 3 You must keep on working with him no matter how much you **AGREE**
- 4 If you the turkey, we will cook it tonight. **FROST**
- 5 He was sure that what they were doing was, so he decided to call the police. **LEGAL**
- 6 He has written ten novels as well as a number of books. **FICTION**
- 7 I have a meeting at 5.30, it's really because I normally finish work at 3:00 o'clock on Fridays. **CONVENIENT**
- 8 Don't be so! The bus will be here in a minute. **PATIENT**
- 9 Matt was very and missed the goal. I thought he was the best player overall. **LUCKY**
- 10 They run a organisation which helps the homeless in London. **PROFIT**
- 11 What he was saying was totally to the main topic of the meeting. **RELEVANT**
- 12 You mustn't the law or you'll get into trouble. **OBEY**

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 You can't get a driving licence if you are under 17.
must You **must be** 17 or over to get a driving licence.
- 2 It's a good idea to brush your teeth after every meal.
should You **should brush your teeth** after every meal.
- 3 There's a possibility that Jim will be at the party.
might Jim **might be** at the party.
- 4 Having respect for your parents is the right thing to do.
ought You **ought to have** respect for your parents.
- 5 Do I need to get a visa to visit the USA?
necessary Is it **necessary to get** a visa to visit the USA?

13 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 I'm sure that Frank missed the train.
have Frank the train.
- 2 It was not necessary for us to book a table because the restaurant is never busy on Monday nights.
have The restaurant is never busy on Monday nights, so a table.
- 3 It is forbidden to students to talk to one another during the exam.
must Students one another during the exam.
- 4 You should get some details from their website.
ought You more details from their website.
- 5 Robin must be here, his car is still in the car park.
certain I here, his car is still in the car park.
- 6 Need I call to confirm my booking?
necessary Is to confirm my booking?
- 7 My doctor advised me to stay in bed.
should My doctor told me that in bed.
- 8 It is possible that I will be able to help you.
might I think I you.

• Open Cloze

- 14** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Don't be SAD

Most of us, at some time or (0) *another*, suffer from the 'winter blues'. As the days get shorter and cooler, we find ourselves feeling tired and we tend (1) eat more than we should. It is perfectly natural, our internal biological clocks are simply reacting to the changes in sunlight patterns. The only solution is to carry (2) and try to make the best of things (3) waiting for spring.

Some people, however, (4) the 'winter blues' overwhelming. They have little or no interest (5) work, school, family or friends. They are tired all the time, (6) matter how much sleep they get, and they crave carbohydrates (potatoes, bread, spaghetti, etc). They also experience feelings of despair, misery and hopelessness. These are symptoms of the disease (7) as SAD or Seasonal Affective Disorder.

The cure (8) a logical one. Sufferers need exposure to bright light. For mild forms of the disease simply spending more (9) outside usually helps to relieve the symptoms, but serious SAD sufferers need (10) more effective treatment. According to medical professionals, the recommended treatment (11) SAD is exposure, from 30 minutes to two hours daily, to a 'light box'. This box produces a bright light which is similar to being outside on a cloudy winter's day in Alaska. The patient (12) to allow the light to make contact with their eyes as research has shown that it is the effect of light on the eyes, rather (13) on the skin, which reduces SAD symptoms. Exercise can also help relieve symptoms of depression.

Luckily, though, most (14) us simply experience a mild form of the disease. In this case, an effective cure includes anything (15) a Caribbean holiday, to a great evening out with friends.

• Multiple Choice Cloze

- 15** Read the text below, then circle the answer A, B, C or D which best fits the space, as in the example. There is an example (0) at the beginning.

Curry cures

Curry, nowadays, is becoming known as a (0) *traditional* English food. In fact, it is (1) easier to find an Indian restaurant than a fish and chip shop in most large cities and towns in the UK. The reasons are obvious, curries are tasty, whereas traditional English food (2) sometimes be quite bland. What few people know, (3) , is that most of the herbs and spices used to make curry have medical properties.

Garlic and onions have been used (4) thousands of years to help lower cholesterol and blood pressure and treat infections. Turmeric acid aids digestion, acts as an antiseptic and supposedly has anti-cancer properties. Coriander, used (5) the ancient Greeks and Egyptians to flavour wine, is known to ease migraine headaches.

Ginger is (6) known for its ability to suppress nausea and reduce fever. When used topically it also acts as an effective (7) Chilli is also famous as a topical pain reliever as well as being able to stop bleeding (8) applied to a cut. It also helps the body produce endorphins which cause feelings of pleasure. Cloves are useful for preserving food and they are also a(n) (9) ingredient in topical pain relievers used by dentists.

But, be warned, before you go rushing to your spice rack to (10) your aches and pains make sure that you (11) what you are doing. Most of these spices can have a (12) effect if you use too much. It is also (13) to find out what form they should be in. For example, cutting a raw chilli pepper and rubbing it into an open (14) could be (15) as well as harmful.

- | | | | |
|----------------|---------------|----------------------|---------------|
| 0 A accepted | B usual | C traditional | D cultural |
| 1 A quite | B often | C very | D seldom |
| 2 A is | B would | C could | D can |
| 3 A so | B fortunately | C nevertheless | D however |
| 4 A for | B in | C since | D during |
| 5 A with | B by | C for | D from |
| 6 A much | B highly | C very | D well |
| 7 A painkiller | B stopper | C reducer | D destroyer |
| 8 A while | B when | C as | D whether |
| 9 A first | B important | C usual | D main |
| 10 A solve | B fix | C cure | D mend |
| 11 A think | B consider | C learn | D know |
| 12 A positive | B unknown | C negative | D minimal |
| 13 A important | B needed | C advised | D significant |
| 14 A injury | B hurt | C sprain | D wound |
| 15 A hurtful | B painful | C helpful | D awful |

Revision (Units 1 - 5)

16 Circle the correct item.

- 1 He has worked with his father he left school.
A when B since C before D while
- 2 I to the party but I didn't stay long because I was tired.
A am going B was going C had been going D went
- 3 It heavily all week and the roads are wet and slippery.
A had rained B is raining C has been raining D rains
- 4 What time did John's flight yesterday?
A land B be landing C landed D was landing
- 5 He put the ladder up the wall.
A to B against C from D between
- 6 By this time next year I paying for my car.
A have finished B will have finished C am finishing D am going to be finishing
- 7 If he has enough money, he on holiday in the summer.
A goes B is to go C will go D will have gone
- 8 Colin won't come unless he the essay.
A will finish B finishes C is finishing D will have finished
- 9 When I was at school, I really hated for exams.
A study B to study C used to study D studying
- 10 Oh no! I forgot those letters when I was out.
A posting B post C to post D to have posted
- 11 Soldiers obey orders from their superior officers.
A can B might C have to D ought to
- 12 You to the supermarket later, I'll go tomorrow morning.
A needn't go B didn't have to go C needn't have gone D needed to go
- 13 That have been Harry's car you saw yesterday. His is blue, not green.
A needn't B couldn't C mightn't D shouldn't

- 14 Pupils in the corridors.
A don't have to run B needn't run C mustn't run D needn't be running
- 15 you tell me how to get to the station from here, please?
A Shall B Could C Should D May
- 16 There be an election this year, but I'm not sure.
A must B might C ought D should
- 17 We could to the theatre, but it was raining heavily.
A go B be going C have gone D have been going
- 18 Leave me alone, you?
A shall B will C do D have
- 19 That house £30,000 in 1998.
A cost B will cost C has cost D costs
- 20 The match will have finished six.
A when B after C by D since

17 Fill in the missing word.

- 1 Do I to do my homework now?
- 2 She be ill. I saw her just five minutes ago.
- 3 The coffee is hot for me to drink.
- 4 We aren't going to the cinema tonight, we?
- 5 The water isn't hot yet.
- 6 you be coming to the party on Saturday?
- 7 He is the interesting man I've ever met.
- 8 You smoke in here. It's not allowed.
- 9 I'll be home early the bus is late.
- 10 When I was a child, we to go to Spain every summer.
- 11 Jane could helped us, but she didn't.
- 12 He is to working on Saturdays.
- 13 Let's play squash, we?
- 14 The band had been playing for an hour the lights went out.
- 15 Don't phone at 6:00. I'll having a piano lesson.
- 16 We were not to take photos.
- 17 Tom rarely drives to work, he?
- 18 How old little Mary be in March?
- 19 Was Sharon to read and write when she was five years old?
- 20 When we were younger we used to go sailing weekend.

The Passive

Verb/Tense Form	Active	Passive
Present simple	<i>His company builds houses and office blocks.</i>	<i>Houses and office blocks are built by his company.</i>
Present continuous	<i>They are building a new hospital.</i>	<i>A new hospital is being built.</i>
Past simple	<i>They built these houses in the 1950s.</i>	<i>These houses were built in the 1950s.</i>
Past continuous	<i>They were building the supermarket when they ran out of money.</i>	<i>The supermarket was being built when they ran out of money.</i>
Future simple	<i>They will build a bridge across the river.</i>	<i>A bridge will be built across the river.</i>
Present perfect	<i>They have built a bigger cinema.</i>	<i>A bigger cinema has been built.</i>
Past perfect	<i>They had built half of the houses before they laid the phone cables.</i>	<i>Half of the houses had been built before they laid the phone cables.</i>
Future perfect	<i>They will have built it by the end of the year.</i>	<i>It will have been built by the end of the year.</i>
Present infinitive	<i>They can build an extension in their back garden.</i>	<i>An extension can be built in their back garden.</i>
Perfect infinitive	<i>They must have built the second terminal at the airport by now.</i>	<i>The second terminal at the airport must have been built by now.</i>
-ing form	<i>They want to prevent them from building a new road.</i>	<i>They want to prevent a new road from being built.</i>
Modals	<i>They should build a new Town Hall.</i>	<i>A new Town Hall should be built.</i>

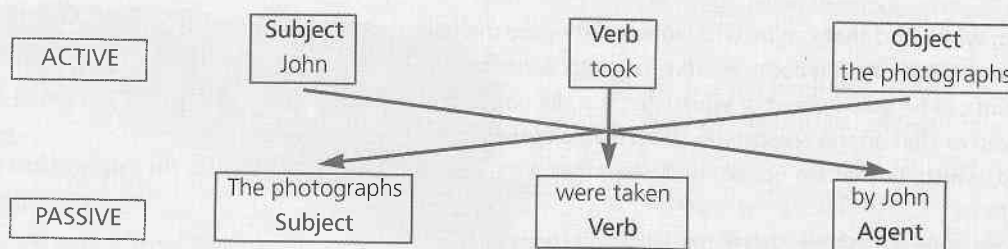
- The **present perfect continuous**, **future continuous**, **past perfect continuous** and **future perfect continuous** are not normally used in the passive.
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *He **got injured** when he was playing rugby. (Instead of he **was injured** ...)*

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context.
*His wallet **was stolen**. (We don't know who stole it.)*
*The car **is being repaired**. (It is unimportant who is repairing it.)*
*The criminals **have been arrested**. (It is obvious that the police arrested them.)*
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *The gallery **will be opened** to the public on July 7th. (formal notice)*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Mistakes **have been made** in the past.*

Changing from the active to the passive:

- the **object** of the active sentences becomes the **subject** in the passive sentence.
- the active verb remains in the same tense but changes into a passive form.
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive.
Jackie is redecorating the flat. (transitive verb) → The flat is being redecorated by Jackie.
BUT: *Jackie lives on the third floor (intransitive verb) – no passive form: ~~The third floor is lived on by Jackie.~~*
Note: Some transitive verbs (**have, be, exist, seem, fit, suit, resemble, lack**, etc) cannot be changed into the passive. *Rick has a red jumper. (NOT: A red jumper is had by Rick.)*
- by + agent** is used to say who or what carries out an action.
with + instrument/material/ingredient is used to say what the agent used.
The pasta sauce was made by Tony. / It was made with fresh tomatoes from the garden.
- The agent can be omitted when the subject is **they, he, someone/somebody, people, one**, etc.
Somebody has cleaned the car. → The car has been cleaned.
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The novel was written by Charles Dickens. New measures are to be introduced by the local council.*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?**
Who was the picture painted by?
- With verbs which can take two objects such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend**, etc, we can form two different passive sentences.
Emily told the children a story. (active)
The children were told a story by Emily. (passive, more usual)
A story was told to the children by Emily. (passive, less usual)
- If, in an active sentence, a preposition follows a verb, then it is placed immediately after the verb in the passive.
Chris threw the ball into the air. → The ball was thrown into the air by Chris.
- The verbs **hear, help, see** and **make** are followed by the **bare infinitive in the active** but by the **to-infinitive in the passive**.
The teacher made the students work very hard. → The students were made to work very hard by the teacher.
- Let** becomes **be allowed to** in the passive. *She let the children stay up late. → The children were allowed to stay up late.*

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative Pronouns

We use:

- who(m)/that** to refer to people. *Tina, who is Helen's sister, got her BA last summer.*
- which/that** to refer to things. *The pen which is on your desk is mine.*
- whose** with people, animals and objects to show possession (instead of a possessive adjective). *Bob, whose father is a lawyer, got promoted last month.*

- **Who, which** and **that** can be omitted when they are the object of the relative clause. *She's the girl (who) I told you about. BUT: She's the doctor who lives next door. (who can't be omitted)*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the man to whom I was speaking last night.*
- **Who, which**, or **that** are not omitted when they are the subject of a relative clause. *The man who lives next door is a doctor.*
- **Whose** is never omitted. *She's the girl whose car I bought.*

Relative Adverbs

We use:

- 1 **when/that** to refer to a time (**when/that** can be omitted). *That was the year (when/that) we went to South Africa.*
- 2 **where** to refer to places. *The town where he lives is in the North West of England.*
- 3 **why** to give a reason, usually after the word **reason** (**why** can be omitted). *The reason (why) he did this is still not clear.*

Identifying and Non-Identifying Relative Clauses

- An identifying relative clause gives necessary information, essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, that, whose, where, when** or **the reason (why)**.
The doctor who treated Hannah said she would be fine in a couple of days.
- A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**.
The doctor, who was very friendly, gave Hannah an injection.

1 a. Fill in the gaps in the table.

	Active	Passive
Present simple	store/stores	is/are stored
Present cont.	is/are writing	.....
Past simple	.....	were arrested
Past cont.	was/were repairing	.....
Present perfect	.....	has/have been built
Future simple	will deliver	.....

b. Use the appropriate verb forms from the table to complete the sentences.

- 1 The company *stores* information about all its customers on computer.
- 2 The parcel tomorrow.
- 3 The police the man for burglary.
- 4 He a letter to Anna at the moment.

- 5 When I spoke to him this morning he the garden fence.
- 6 Yesterday she took the bus to work because her car
- 7 The report by Harry and Sarah.
- 8 During the last year, two new supermarkets in the centre of town.

2 Fill in **by** or **with**, as in the example.

- 1 The salad dressing is made *with* olive oil and vinegar.
- 2 The car was being fixed a friend of ours.
- 3 The tree was cut down a chain saw.
- 4 On Saturday afternoons the streets are filled shoppers.
- 5 That book was written my favourite author.
- 6 All of this trouble was caused Sally's interfering.

- 3 a. Read the passage and put the verbs into the correct passive tense.

The first modern Olympic Games

1) (hold) in Athens in 1896. They 2) (organise) by the International Olympic Committee, which 3) (found) two years earlier by the Frenchman Baron Pierre de Coubertin. At the first games, athletes from just 13 countries 4) (invite) to take part in 42 events. Since then, the summer games 5) (host) by a different city every four years (except during the World Wars) and their popularity has grown and grown. The 2000 Games in Sydney, Australia, which 6) (attend) by more than 10,000 athletes from almost 200 countries, 7) (think) to have been the biggest and the best yet. It 8) (hope) that the event will be even more successful in the years to come.

- b. Ask and answer questions, as in the example.

A: *Where were the first modern Olympic Games held?*
B: *They were held in Athens. Who ...? etc.*

- 4 Using the prompts, write sentences in the passive, as in the example.



- 1 A: What are the children doing?
B: They/teach/English
They are being taught English.
- 2 A: That's a really nice dress.
B: Thanks, it/give/to me for my birthday
.....
- 3 A: Do you fancy going out for dinner tonight?
B: Sorry I can't. I/invite/to a party
.....

- 4 A: Have they finished building the new cinema yet?
B: Yes, I heard that it/open/the mayor next week
.....
- 5 A: Did you write that report?
B: No, I think it/write/Fiona
.....
- 6 A: Why were you late?
B: My flight/delay/by the bad weather
.....
- 7 A: Have you got your car back yet?
B: No, it/still/not repair
.....
- 8 A: Have you finished decorating your flat?
B: No, but it/finish/by the end of the month
.....
- 9 A: Can I borrow your blue jumper?
B: Sorry, but it/wash/at the moment
.....
- 10 A: How old is this picture?
B: It/paint/more than 100 years ago
.....

- 5 Rewrite the following passage in the passive form.

The police arrested local man David Rowe, last night, after the armed robbery of the petrol station on George Street. They caught Rowe running away from the scene and they found that he was carrying more than £2000 in cash. They later officially charged him with the robbery. A police spokesman announced that Rowe will appear in court next month. If he is found guilty, the judge could sentence him to up to ten years in prison.

- 6 Rewrite the newspaper headlines as complete sentences, as in the example.

Investigation to be held into tragic coach crash

Verdict not reached
by jury in the
Waterman case

Extra funding for hospitals
announced by Health
Minister

ONE-DAY STRIKE TO BE HELD BY TRAIN DRIVERS

An investigation will be held into the tragic coach crash.

7 If possible, rewrite the following sentences in the passive.

- 1 Julie lives in Barcelona.
Can't be put into the passive
- 2 They chose Paul to be the new team captain.
Paul was chosen to be the new team captain.
- 3 They have closed the road because of the floods.
- 4 They have two sons and a daughter.
- 5 The postman delivered the letter just before we left.
- 6 That old shirt doesn't fit me anymore.

8 Fill in **who**, **which** or **whose**, then say whether or not the relative pronoun can be omitted, as in the examples.

- 1 That's the woman **whose** daughter works in the bank. (*cannot be omitted*)
- 2 Mary is the person **who** I wanted to speak to. (*can be omitted*)
- 3 That's the book I wanted to borrow from you.
- 4 Is Mark the boy has got a motorbike?
- 5 Mr Johnson is the man house is on top of the hill.
- 6 These are the shoes I bought last week.
- 7 Jamie is the person is in charge of the project.
- 8 Isn't Claire Winters the woman brother works with Steve?
- 9 Bob's the person won the tennis competition, not Will.
- 10 That's the school the boys used to go to.

9 Match the items in the two columns. Then use the correct relative pronoun, **who**, **whose** or **which**, to make up complete sentences.

- | | | |
|-----------------------------------------|------------------------|-----------------------------|
| 1 <input checked="" type="checkbox"/> d | A doctor is someone | a fixed our car |
| 2 <input type="checkbox"/> | The tiger is an animal | b is used to boil water |
| 3 <input type="checkbox"/> | This is Peter | c can be found in India. |
| 4 <input type="checkbox"/> | A kettle is something | d cures the sick. |
| 5 <input type="checkbox"/> | Greg is the mechanic | e sister you met yesterday. |

1 - d A doctor is someone who cures the sick.

10 Look at the pictures and make up as many sentences as possible using relatives.



A goldfish is a small fish which we keep as a pet.

11 Circle the correct item.

- 1 Do you know the man owns the newsagent's?
A which B whose C who
- 2 Neil said that there's a film on at the cinema we might enjoy.
A which B who C whose
- 3 What's the name of that comedian TV show you were watching last night?
A who's B whose C whom
- 4 The students, essays were due the next day, were all working in the library.
A whose B that C who
- 5 This is Miss Walters you spoke to on the phone.
A which B whom C who's
- 6 The new washing machine she bought was very cheap.
A where B which C who

Use of English

• Word Formation

Prefixes which form new words from nouns, verbs and adjectives

out-:	more, better (<i>outperform</i>)
over-:	to a great extent (<i>overreact</i>)
post-:	after (<i>post-graduate</i>)
pre-:	before (<i>pre-school</i>)
re-:	again (<i>rewrite</i>)
semi-:	half (<i>semi-detached</i>)
sub-:	under, less (<i>sub-zero</i>)
super-:	big, more (<i>supermarket</i>)
under-:	not enough (<i>underpaid</i>)

12 Complete each of the sentences with a word formed from the word in bold.

- | | |
|--------------------------------------------------------------------------------------|----------|
| 1 He everybody else in the tournament and won easily. | PLAY |
| 2 The seats had been arranged in a facing the front of the room. | CIRCLE |
| 3 The film was in French with English | TITLE |
| 4 The garden had been neglected and was very | GROWN |
| 5 You mustn't how difficult it is going to be. | ESTIMATE |
| 6 Their house was destroyed by the earthquake but they are determined to it. | BUILD |
| 7 In a interview, the coach tried to explain why his team had played so badly. | MATCH |
| 8 Before you put in the chicken, the oven to 180°C. | HEAT |
| 9 She had always dreamed of becoming a | STAR |
| 10 I and was late for school. | SLEPT |

• Error Correction

13 Cross out the incorrect word in each sentence.

- 1 Their house it was broken into last week.
- 2 Amanda who was invited to the party by Jane.
- 3 He is said that to be very rich.
- 4 She's had been her hair cut, hasn't she?
- 5 The report is still being had typed at the moment.
- 6 I was agreed with everything they were saying.
- 7 That's the man who is works in the supermarket.
- 8 Joyce, whose daughter lives next door, she works in the hospital.
- 9 That which is the girl who bought Rob's house.
- 10 She was seen to talking to Ben last night.

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- | | |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1 They let me leave early because I had a dental appointment. | allowed I was allowed to leave early because I had a dental appointment. |
| 2 The government has suggested that we should try to conserve water. | by It has been suggested by the government that we should try to conserve water. |
| 3 Most people believe that the Olympic Games help promote world peace. | believed The Olympic Games are believed to help promote world peace. |
| 4 We got a qualified plumber to install our new shower. | had We had our new shower installed by a qualified plumber. |
| 5 Someone stole her car last night. | was Her car was stolen last night. |
| 6 They will replace the broken window tomorrow morning. | be The broken window will be replaced tomorrow morning. |
| 7 They are expecting the Royal couple to arrive back in England on Sunday morning. | expected The Royal couple are expected to arrive back in England on Sunday morning. |
| 8 If I don't finish the report by Friday, I won't be able to go away this weekend. | finished If this report isn't finished by Friday , I won't be able to go away this weekend. |

- 14** Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 She has to finish her essay by next Monday.
finished Her essay
by next Monday.
- 2 They let me take the day off yesterday.
allowed I
the day off yesterday.
- 3 People believe that the train crash was caused by a signal failure.
believed It
train crash was caused by a signal failure.
- 4 They delivered her new furniture yesterday.
was Her new furniture
yesterday.
- 5 The mechanic at the garage serviced our car.
had We
the mechanic at the garage.
- 6 A national newspaper has reported that the minister is going to resign.
by It has
national newspaper that the minister is going to resign.
- 7 It is expected that Barcelona will win the match.
to Barcelona
the match.
- 8 The police are to carry out a thorough investigation.
be A thorough investigation ...
by the police.
- 9 The local council has suggested that the police should impose heavy fines for dangerous driving.
by It
the local council that the police should impose heavy fines for dangerous driving.

• Multiple Choice Cloze

- 15** Read the text below, then circle the answer A, B, C or D which best fits the space. There is an example (0) at the beginning.



Going abroad has never been easier. Today, thanks **0** to the UK's Pet Travel Scheme (PETS), you can safely and easily take your pet with you when you travel to many European countries and to a number of long haul destinations

1) Australia and New Zealand. First of all, your pet needs to have a microchip **2)**

This means that a small microchip, about the **3)** of a grain of rice, is inserted **4)** the loose skin **5)** the back of the neck. The microchip has a special code on it which is **6)** to each animal and is used for identification **7)**

Information about the animal such as name, age, breed and vaccination details, along **8)** details about the owner, are **9)** on a central computer. The next step is to have your pet vaccinated **10)** rabies. Then after a follow-up blood **11)**, a PETS Certificate or passport will be issued and your pet can set off with you. Of course, this new convenience doesn't come cheap, with the **12)** cost of the procedure amounting to £200.

13), when compared to the old way, a quarantine **14)** of six months at a cost of £2,000, it is certainly a **15)** in the right direction.

- | | | | |
|------------------|--------------|-------------|-----------------|
| 0 A for | B to | C with | D of |
| 1 A counting | B together | C plus | D including |
| 2 A fitted | B installed | C built-in | D fixed |
| 3 A amount | B largeness | C size | D range |
| 4 A to | B into | C beside | D by |
| 5 A in | B on | C at | D by |
| 6 A unique | B individual | C only | D same |
| 7 A reasons | B intentions | C functions | D purposes |
| 8 A to | B with | C by | D for |
| 9 A stored | B deposited | C reserved | D collected |
| 10 A to | B against | C for | D through |
| 11 A examination | B research | C test | D investigation |
| 12 A total | B sum | C added | D complete |
| 13 A Whereas | B Despite | C However | D Even though |
| 14 A period | B time | C stage | D stretch |
| 15 A pace | B stride | C walk | D step |

- Open Cloze

16 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

jobs.com

More and 0) *more* people today are turning to the Internet to meet 1) employment needs. According 2) one recent survey, more 3) one million UK residents search for jobs through the Internet 4) month. In response 5) this demand, thousands of new sites, offering to match job hunters to suitable advertisements, have 6) launched. For the job-seeker, these sites are very convenient. There is no more hunting 7) a list of thousands of advertisements to find the one they are looking for. They can simply 8) rid of unsuitable advertisements by being specific 9) their search details. If they do not wish to accept a salary 10) less than £30,000, 11) if they do not wish to work outside a certain area, for example, then they can type in this information at the start of their search in 12) to save themselves the trouble of reading about jobs that are 13) no interest to them. The Internet also allows the job-seeker to send their CVs to a number of different places more quickly. They can 14) get up-to-the-minute information about which jobs are still available. So, next time you are 15) the lookout for that exciting new opportunity; get online and get ahead!



Revision (Units 1 - 6)

17 Circle the correct item.

- 1 He for that phone call since 5 o'clock.
A waits C has been waiting
B is waiting D will wait
- 2 If I hear from Joey, I you know.
A am letting C will be letting
B let D will let
- 3 His previous job was just well paid as the one he has now.
A not B more C slightly D as
- 4 There's no point in how you feel, because she's not interested.
A explaining C explained
B explain D to explain
- 5 I would love my own restaurant one day.
A own C owning
B to own D to be owning
- 6 She be married. She was wearing a wedding ring.
A could B needn't C must D can't
- 7 We to go to bed soon. We've got a very busy day tomorrow.
A should B ought C must D can
- 8 He get there in time; it depends on the traffic.
A might B must C ought D need
- 9 The leak was fixed a plumber.
A with B for C by D to
- 10 He can't come because he to work overtime every night this week.
A makes C is making
B is being made D is made

18 Fill in the missing word.

- 1 Chinese is in Taiwan.
- 2 Have you invited to the party?
- 3 She will have working here for twenty-five years when she retires.
- 4 That's the house I grew up.
- 5 The demonstrators want to stop the law from passed.
- 6 This is Peter James is the new computer technician.
- 7 He has been studying all night. He be exhausted.
- 8 It is that he will be the next President.
- 9 The sauce was made fresh herbs.
- 10 The price of computers is expected rise.

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *She **had her hair cut** at the new hairdresser's.* (She didn't cut her own hair.)
- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple).
*Did you **have** the carpets **cleaned** last week?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *When Kate was in town, she **had her bag stolen**.* (= her bag **was stolen**)
- We can use the verb **get** instead of **have** in informal conversation. *I'll **get the photographs developed** when I go into town.*

	Regular active form	Causative form
Present Simple	He fixes his bike.	He has his bike fixed .
Present Continuous	He is fixing his bike.	He is having his bike fixed .
Past Simple	He fixed his bike.	He had his bike fixed .
Past Continuous	He was fixing his bike.	He was having his bike fixed .
Future Simple	He will fix his bike.	He will have his bike fixed .
Future Continuous	He will be fixing his bike.	He will be having his bike fixed .
Present Perfect	He has fixed his bike.	He has had his bike fixed .
Present Perfect Continuous	He has been fixing his bike.	He has been having his bike fixed .
Past Perfect	He had fixed his bike.	He had had his bike fixed .
Past Perfect Continuous	He had been fixing his bike.	He had been having his bike fixed .
Infinitive	He should fix his bike.	He should have his bike fixed .
-ing form	It's worth fixing his bike.	It's worth having his bike fixed .

Reported Speech

- We use direct speech to quote someone's exact words. We enclose their words in inverted commas.
"I live in Highfield Road," Eve said. or Eve said, "I live in Highfield Road."
- We use reported speech to report the exact meaning of what someone said, but not in the exact words. We do not use inverted commas. **Personal pronouns**, **possessive adjectives** and **possessive pronouns** change according to the meaning of the sentence. *Eve said that she lives in Highfield Road.*
- We can report someone's words a long time after they were said (**out-of-date reporting**) or a short time after they were said (**up-to-date reporting**).

Say - Tell - Ask

- Say** can be used both in direct and reported speech. It is used with or without a personal object. When it is used with a personal object it is always followed by **to** (said to him). In reported speech **say** is not followed by an object pronoun, but it can be followed by **that**.
Direct: *"I'm tired," she said. OR "I'm tired," she said to me.*
Reported: *She said (that) she was tired.*
- Tell** can be used both in direct and reported speech. It is always followed by a personal object (told him).
Direct: *"I come from Newcastle," Gary told me.*
Reported: *Gary told me that he comes from Newcastle.*
- Ask** is used in direct questions. It is also used in reported questions and requests.
Direct: *"Where are you going?" he asked me.*
"Hurry up," she said.
Reported: *He asked me where I was going.*
She asked us to hurry up.

Expressions used with **say**, **tell** and **ask**.

SAY	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, etc
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

In reported speech:

- Tenses change as follows:

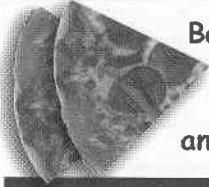
Direct Speech		Reported Speech
"I walk to work every day." Present Simple	→	He said (that) he walked to work every day. Past Simple
"I am going to the cinema." Present Continuous	→	He said (that) he was going to the cinema. Past Continuous
"I have finished my homework." Present Perfect	→	He said (that) he had finished his homework. Past Perfect
"I bought their new CD." Past Simple	→	He said (that) he bought/had bought their new CD. Past Simple or Past Perfect
"I was playing football at 12 o'clock." Past Continuous	→	He said that he was playing/had been playing football at 12 o'clock. Past Continuous or Past Perfect Continuous
"I will go and buy some bread." Future Simple (will)	→	He said that he would go and buy some bread. Conditional (would)

The past perfect and past perfect continuous do not change in reported speech.

- Some words and time expressions change according to the meaning of the sentence.
 here → **there**, come → **go**
 today, tonight → **that day, that night**
 yesterday → **the day before, the previous day**
 now → **then, at that/the time/moment, immediately**
 two days ago → **two days before**
 last month → **the month before, the previous month**
 this week → **that week**
 tomorrow → **the next/following day**
 next month → **the month after, the following month**
- Some modal verbs also change, as follows:
 will → **would**
 can (ability) → **could**, can (future reference) → **could/would be able to**
 may → **might**
 shall → **should**
 must (obligation) → **must/had to**
 needn't → **needn't/didn't need to/didn't have to**

- 1 Use the prompts to say what you can do at each of the businesses.

1 Roma Pizza



Beautiful
Italian
pasta
and pizza

FREE DELIVERY!

2 Barber's

Top stylist at low prices

3 Photo Express

We'll develop your
holiday snaps while you wait

4 BSO Home Security

We can install locks, security lights,
burglar alarms.

5 Printer's

SINCE
1928

LEAFLETS AND FLYERS ARE OUR SPECIALTY

6 Fast and Efficient Service

GARAGE

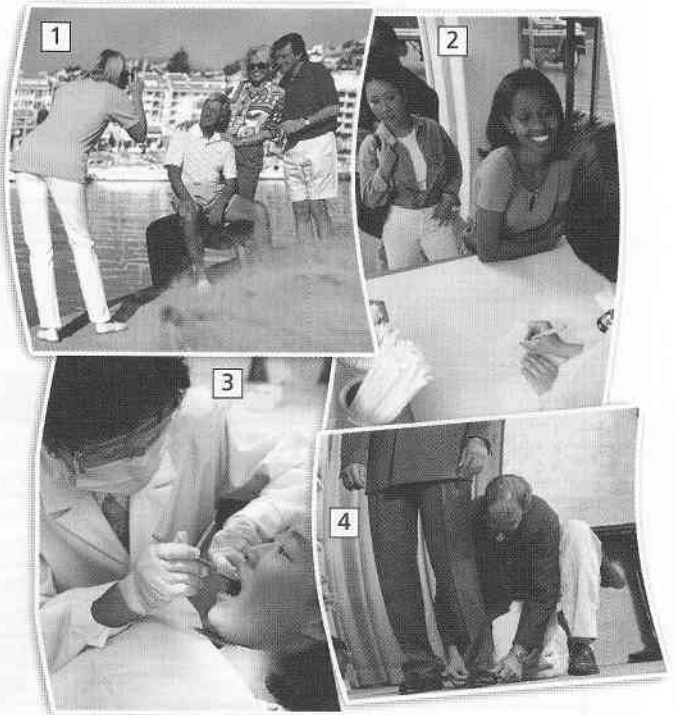
OPEN 7 DAYS A WEEK

- 1 pizza/deliver
You can have a pizza delivered (by them).
- 2 hair/cut
- 3 photographs/ develop
- 4 new burglar alarm/ install
- 5 leaflets/print
- 6 car/repair

- 2 Rewrite the sentences using the causative form, as in the example.

- 1 His car is serviced twice a year.
He has his car serviced twice a year.
- 2 Her jacket is being dry cleaned at the moment.
- 3 Their new gas fire was installed last month.
- 4 My mobile phone was stolen last night.
- 5 The doctor checked his blood pressure.
- 6 Did a professional decorate their house for them?

- 3 Look at the pictures and make sentences using the causative form, as in the example.



- 1 They/photograph/take
They are having their photograph taken.
- 2 She/order/take
- 3 She/teeth/check
- 4 He/trousers/alter

- 4 Rewrite the sentences using the causative form, as in the example.

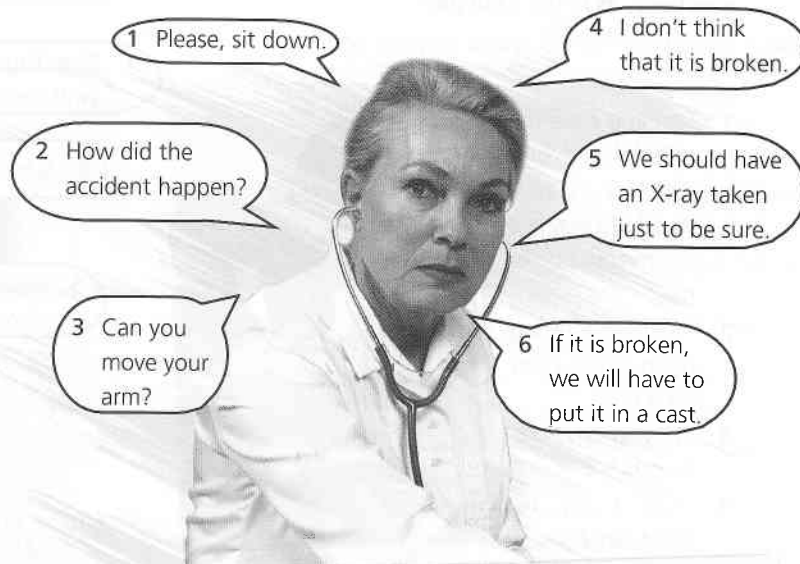
- 1 Someone is going to paint our house tomorrow.
We are going to have our house painted tomorrow.
- 2 We are installing central heating this winter.
.....
- 3 The hairdresser cut my hair this morning.
.....
- 4 They will deliver our furniture on Friday.
.....
- 5 The plumber is fixing the sink in the kitchen.
.....

- 5 Complete the sentences using the causative.

- 1 Ann's hair is too long. She
.....
- 2 They wanted to have a marquee in their garden.
They
- 3 We still haven't taken our holiday photographs to
be developed. We
..... yet.

- 4 John is at the optician's. He
- 5 You need to arrange for someone to repair your roof. You
- 6 Mary's purse was stolen yesterday. Mary
- 7 Tony's nose was broken during the match. Tony
- 8 The painter is painting Ben's bedroom. Ben

7 Report what the doctor said to the patient, as in the example.



6 Complete the sentences by filling in the correct form of **say, tell, or ask**, as in the example.

- 1 Alison **told** me that she was going on holiday next week.
- 2 Neil's going into town, he if we wanted anything from the shops.
- 3 If you see Carol her that Harry was looking for her earlier.
- 4 Did Anna or Chris anything about what they are doing tonight?
- 5 The boss John that we have to finish the report today.
- 6 Dave that we shouldn't wait for him because he might be a bit late.
- 7 He her where she would like to go for dinner.
- 8 I must remember to someone what time the exam starts. I don't want to be late.
- 9 Did she you why she didn't go to the party last night?
- 10 Tina always that she is going to quit her job and go back to college, but I don't know if she ever will.

1 She asked the patient to sit down.

- 2
- 3
- 4
- 5
- 6

8 Match the speech bubbles (A-F) to the sentences (1-6). Then, rewrite them as reported speech to complete the sentences, as in the example.

A I'll go and pay it tomorrow.

B Go to your room!

C I have to study tonight.

D I have booked a table for six.

E Where did you buy it?

F What time does your train arrive?

- ☐ 1 I was meeting him at the station, so I *asked him what time his train arrived.*
- ☐ 2 The boy was misbehaving, so his mum
- ☐ 3 Ben had an exam the following day, so he
- ☐ 4 Jane really liked Tina's new skirt, so she
- ☐ 5 The rent was due, so Tim
- ☐ 6 We were all going out to dinner, so Jim

- 9** Jo works in a clothes shop. Read the questions that a customer asked her and turn them into reported questions, as in the example.

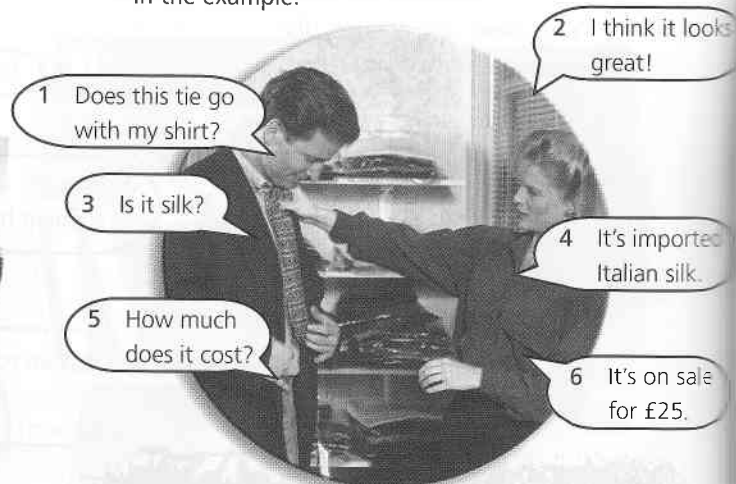
- 1 "Do you have this shirt in a smaller size?"
He asked if they had the shirt in a smaller size.
- 2 "Is there a fitting room where I can try it on?"
- 3 "How much does it cost?"
- 4 "Can I pay by credit card?"
- 5 "Will you be open tomorrow?"
- 6 "What time do you close on Saturdays?"



- 10** Rewrite each of the sentences in direct speech, as in the example.

- 1 He said that he would call me the next day.
"I will call you tomorrow."
- 2 She said that she could speak Italian.
.....
- 3 He said that he needed to go to the supermarket later that day.
.....
- 4 She said that she had seen that film the previous week.
.....
- 5 He asked if I would give him a lift to work.
.....
- 6 She said that I should go back there the following morning.
.....
- 7 When I saw him yesterday, he said that he wasn't working today.
.....
- 8 She asked whether I was going away the following weekend.
.....
- 9 He asked whether we had played football the day before.
.....
- 10 She asked if she could borrow some money.
.....

- 11** Change the direct speech into reported speech, as in the example.



- 1 Does this tie go with my shirt?
- 2 I think it looks great!
- 3 Is it silk?
- 4 It's imported Italian silk.
- 5 How much does it cost?
- 6 It's on sale for £25.

- 1 *The customer asked if the tie went with his shirt.*

- 2
- 3
- 4
- 5
- 6

Use of English

- Error Correction

- 12** Cross out the incorrect word in each sentence.

- 1 He is having had his house decorated at the moment.
- 2 Her appointment was two hours ago, so she will have had been her hair cut by now.
- 3 I don't want to cook tonight. Why don't we have something have delivered?
- 4 I am having my eyes be tested at the optician's this afternoon.
- 5 She got her new furniture was delivered yesterday.
- 6 She didn't have the house be cleaned by the maid.
- 7 Nina said me that she had a spare ticket for the concert.
- 8 Emma asked if where we were going to meet.
- 9 He asked to me what I was doing later that evening.
- 10 She said she was starting her new job on the following week.

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 They arranged for a cake to be made for Joe's birthday party.
had They **had a cake made** for Joe's birthday party.
- 2 At the moment, their kitchen is being painted.
having They **are having their kitchen painted** at the moment.
- 3 Which hairdresser's did you go to last week?
get Where **did you get** your hair cut last week?
- 4 Pam said, "I'm going to the theatre with Sarah next week."
was Pam told me that she **was going to the theatre** with Sarah the following week.
- 5 "Where shall we go tonight?" Paul asked.
should Paul asked **where we should go** that night.
- 6 "It's hot in here," she said. "Will you open a window, Mike?"
asked She said that it was hot **in there and asked Mike** to open a window.

13 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 Julian arranged for one of the secretaries to type that letter.
had Julian
by one of the secretaries.
- 2 Our new sofa didn't fit in the car, so it is being delivered next week.
getting Our new sofa didn't fit in the car, so we next week.
- 3 He took his car to the garage today so that it could be fixed.
having He
at the garage today.
- 4 "Is the match on TV tonight?" said Rick.
whether Rick
on TV that night.
- 5 "You should do your homework after dinner," Tom's mum said to him.
told Tom's mum
do his homework after dinner.

- 6 Stuart said, "I think that I can fix it."
could Stuart said
fix it.
- 7 "I'll go and pick Claire up from the station," Mark said.
would Mark said that
Claire up from the station.
- 8 Paul said, "I was on holiday in France last week."
previous Paul said that during the
on holiday in France.

• Word Formation

Suffixes which form nouns referring to people

- verb + **er/or/ar** (*teacher, governor, liar*)
- verb/noun/adjective + **ist** (*typist, motorist, specialist*)
- verb + **ant/ent** (*assistant, correspondent*)
- noun + **an/ian** (*American, Italian, historian*)
- verb + **ee** (*licensee, referee*)

14 Complete each of the sentences with a word formed from the word in bold.

- 1 The told everyone to smile while he took the picture. PHOTOGRAPH
- 2 Spain attracts hundreds of thousands of every year. TOUR
- 3 Did they ever catch the who broke into your flat? BURGLE
- 4 All of the company are entitled to four weeks paid holiday each year. EMPLOY
- 5 The winning receives a £5000 prize. CONTEST
- 6 He is a very talented and his latest film was a great success. ACT
- 7 She's a at St. Andrew's College. STUDY
- 8 He's very creative and he's always wanted to be an ART
- 9 Her told her that she would have to do some overtime this week. MANAGE
- 10 The town has about 70,000 INHABIT

• Open Cloze

- 15** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.



Did you know that shopping can 0) *be* bad for your health? For many of us shopping is part of our daily routine, whether it's going to the supermarket or just buying a newspaper from the local newsagent. 1), a recent study by a British researcher has shown that, in some cases, shopping can be 2) stressful that it could lead to health problems.

The study was carried 3) by a consulting firm hired by a large North London shopping centre. The aim of the study was to help identify the stress level 4) shoppers during busy times 5) as Saturdays or holidays, and to try to come up 6) ways to help make the shopping experience more relaxing and enjoyable.

Thirty five shoppers 7) selected for the study. They ranged in age between 22 and 79 and two thirds of them were female. Their heart rates and blood pressure were recorded 8) they were shopping and they were interviewed before and 9) their shopping trip.

The study reported some 10) interesting results. All the male test subjects experienced an increase 11) blood pressure and heart rate, some reaching levels similar 12) a fighter pilot going into battle or a policeman going into a dangerous situation. On the other 13), only one in four of the 14) test subjects experienced changes in blood pressure and heart rate.

The conclusions drawn 15) this study show that women are generally more experienced and comfortable with shopping. Less surprisingly, most men really don't like shopping at all!

• Multiple Choice Cloze

- 16** Read the text below, then circle the answer A, B, C or D which best fits the space. There is an example (0) at the beginning.



Roboshop

What do live frogs, underwear, poached eggs and cappuccino all have 0) *in* common? The answer is they are all items taken 1) a very long list of objects that can be bought from vending machines. Most of us are familiar 2) more traditional machines that sell soft drinks, chocolate bars or stamps, but believe it or not, there aren't too many items you can't 3) in vending machines.

Vending machines used to be a lot more popular 4) Sunday shopping, 24 hr convenience stores and fast food restaurants entered our 5) There were even machines in the 1950's that sold bread, eggs and other staple food items. 6), in Japan, vending machines are still as popular 7) ever. They even have fully automated convenience stores where customers come in, write 8) the code numbers of the products they want and punch them 9) a computer at the front of the store. A robotic 'bucket' then collects all the items you want and puts them into bags for you!

In Europe and the US, cooked food vending machines 10) to be quite common. The 'fry on the spot' chip machine, micro hamburgers and pizza dispensers were particularly 11) with university students and in amusement arcades.

Today, we still find vending machines in bus and train 12) and in hotel and hospital lobbies, but unfortunately, usually due 13) technical difficulties, anything more complicated 14) a soft drink in a can or a packet of biscuits is usually a bit 15) a disappointment.

- | | | | |
|----------------|------------|---------------------------------------|--------------|
| 0 A with | B on | <input checked="" type="radio"/> C in | D to |
| 1 A up | B from | C through | D out |
| 2 A to | B in | C as | D with |
| 3 A find | B search | C view | D ask |
| 4 A before | B after | C when | D while |
| 5 A homes | B kitchens | C lives | D lifestyles |
| 6 A Despite | B Whereas | C However | D Even |
| 7 A than | B as | C for | D how |
| 8 A down | B up | C in | D over |
| 9 A through | B with | C into | D by |
| 10 A would | B were | C use | D used |
| 11 A favourite | B approved | C popular | D liked |
| 12 A routes | B stops | C places | D stations |
| 13 A to | B by | C of | D for |
| 14 A as | B like | C than | D except |
| 15 A for | B of | C more | D like |

Revision (Units 1-7)

17 Circle the correct item.

- 1 I was soaking wet because as I back from the shops it started to pour with rain.
A walk C had walked
B was walking D had been walking
- 2 You won't pass the course you work hard.
A whether B if C when D unless
- 3 They eating by the time we arrive.
A will have finished C are finishing
B will finish D had finished
- 4 I regret not Cathy when she was in town last week.
A see C seeing
B to see D to be seeing
- 5 He has decided a new computer.
A buy C buying
B to buy D to buying
- 6 Please, I borrow that new CD of yours?
A shall B must C can D should
- 7 Oh, you have fed the dog, I gave him something earlier.
A mustn't C couldn't
B oughtn't D needn't
- 8 The escaped prisoner to be armed and dangerous.
A believes C had believed
B is believed D believed
- 9 The sauce was made cheese and cream.
A with B by C for D to
- 10 George, father owns the local garage, is training to become a mechanic.
A who's B whose C that D which
- 11 Anna that the film starts at 9 o'clock.
A said C asked
B told D asked me
- 12 Excuse me, could you what the time is please?
A say B tell C asked D tell me
- 13 They the wedding invitations printed last week.
A have C had
B are having D have had
- 14 He said that he in Belfast the following week.
A has been C had been
B will be D would be

- 15 He had the carpet cleaned that morning and it looked as good as new.
A has C had
B have D is having
- 16 I didn't hear you home last night.
A to come C come
B have come D coming
- 17 He to me that I should call back in an hour.
A asked C said
B expressed D told
- 18 You forget what he told you. It's very important.
A mustn't C don't have to
B needn't D oughtn't
- 19 Have you decided where this summer?
A go C to going
B be going D to go
- 20 The detective is thought to the mystery.
A have solved C be solving
B solved D have been solving

18 Fill in the correct word.

- 1 I to go to Portugal every summer when I was young.
- 2 This novel is less successful the last one.
- 3 You had leave before it rains.
- 4 It's worth a new swimsuit this summer.
- 5 The train will arrived by the time we get there.
- 6 If I have money, I'll buy a new car.
- 7 The children allowed to join in the party. They all had a great time.
- 8 That is the stadium I won the gold medal.
- 9 By September, he will have working here for five years.
- 10 He said that he go to the bank later.
- 11 We are forward to our summer holiday.
- 12 Let's have dinner, we?
- 13 He asked me I was from Egypt.
- 14 We're playing tennis tomorrow it rains.
- 15 He his hair dyed yesterday.

Reported Commands, Requests, Suggestions etc

To report **commands, requests, suggestions, instructions** etc, we use an appropriate introductory verb. Introductory verbs are used with the **to-infinitive**, the **-ing form** or a **that-clause**.

Introductory verb	Direct speech	Reported speech
+ to infinitive agree * claim demand offer * promise refuse * threaten	<i>"I'll help you with the decorating."</i> <i>"I knew nothing about it."</i> <i>"I want to speak to the manager."</i> <i>"Would you like me to carry those bags for you?"</i> <i>"I'll give you the money back tomorrow."</i> <i>"No, I won't apologise to her."</i> <i>"Behave yourself or I'll send you to bed."</i>	<i>He agreed to help me with the decorating.</i> <i>He claimed to know nothing about it.</i> <i>He demanded to speak to the manager.</i> <i>He offered to carry the bags for me.</i> <i>He promised to give me the money back the next day.</i> <i>He refused to apologise to her.</i> <i>He threatened to send me to bed if I didn't behave myself.</i>
+ sb + to-infinitive advise allow ask beg command encourage forbid invite order * remind * warn	<i>"You should apply for that job."</i> <i>"You can go out with your friends."</i> <i>"Could you give me a lift to work?"</i> <i>"Please, please, you have to help me."</i> <i>"Put your hands in the air."</i> <i>"You should enter the competition."</i> <i>"You cannot go to the party."</i> <i>"Will you come over for dinner tomorrow night?"</i> <i>"Go and do it at once!"</i> <i>"Don't forget to water the flowers."</i> <i>"Be careful, don't touch the oven."</i>	<i>He advised me to apply for the job.</i> <i>He allowed me to go out with my friends.</i> <i>He asked me to give him a lift to work.</i> <i>He begged me to help him.</i> <i>He commanded them to put their hands in the air.</i> <i>He encouraged me to enter the competition.</i> <i>He forbade me to go to the party.</i> <i>He invited me to go over for dinner the following night.</i> <i>He ordered me to go and do it immediately.</i> <i>He reminded me to water the flowers.</i> <i>He warned me not to touch the oven.</i>
+ -ing form accuse sb of * admit (to) apologise for * boast about/of * complain (to sb) of/about * deny * insist on * suggest	<i>"She stole the money."</i> <i>"Yes, I broke the window."</i> <i>"I'm sorry I haven't finished this work."</i> <i>"I'm the best player in the team."</i> <i>"I have a terrible headache."</i> <i>"I didn't take your keys."</i> <i>"I am going to pay the bill."</i> <i>"Why don't we go to the beach tomorrow."</i>	<i>He accused her of stealing the money.</i> <i>He admitted (to) breaking/having broken the window.</i> <i>He apologised for not having finished the work.</i> <i>He boasted about/of being the best player in the team.</i> <i>He complained (to me) of/about having a terrible headache.</i> <i>He denied taking/having taken my keys.</i> <i>He insisted on paying the bill.</i> <i>He suggested going to the beach the next day.</i>
+ that clause explain inform sb	<i>"I like her lessons because she's a very good teacher."</i> <i>"The flight will be delayed by half an hour."</i>	<i>He explained that he liked her lessons because she was a very good teacher.</i> <i>He informed us that the flight would be delayed by half an hour.</i>

- * The verbs marked with an asterisk can also be followed by a **that-clause** in reported speech.
*He **claimed that he knew** nothing about it. etc*

Quantifiers

Some/Any/No

Some, any and no are used with **uncountable nouns** and **plural countable nouns**. (*some water, some potatoes*)

- **Some** and its compounds (somebody, someone, something, somewhere, etc) are normally used in **affirmative** sentences. *I will get **some** bread. He wants to give you **something**.*
- **Some** and its compounds are also used in **interrogative sentences** when we expect a positive answer, for example when we make an offer or request. *This place is very noisy, would you like to go **somewhere** quieter?*
- **Any** and its compounds (anybody, anyone, anything, anywhere, etc) are usually used in **interrogative** sentences. *Did **anyone** call while I was out?*

Not any is used in negative sentences. *There **isn't any** coffee left.*

Any and its compounds can also be used with negative words such as **without**, **never**, **rarely**. *I have **never** been **anywhere** like that before.*

- When **any** and its compounds are used in **affirmative sentences** there is a difference in meaning.
*We can meet **any** time you like.* (it doesn't matter what time)
***Anyone** could do that job.* (it doesn't matter who)
- **No** and its compounds are used instead of **not any** in **negative sentences**.
*She said **nothing**.* (= She didn't say anything.)
*There was **nobody** there.* (= There wasn't anybody there.)

Note: We use a singular verb with compounds of **some**, **any** and **no**. *There **is** nothing we can do.*

Each/Every

Each and **every** are used with **singular countable nouns**. We normally use **each** when we refer to two people or things, and **every** when we refer to three or more people or things. *I had **a bag** in **each** hand. **Every** room in the hotel has an en suite bathroom.*

- The pronouns **everyone**, **everybody**, **everything** and the adverb **everywhere** are used in **affirmative**, **interrogative** and **negative** sentences, and are followed by a **singular verb**.
- We normally use **every** when we are thinking of people or things together, in a group, to mean **all**, **everyone**, etc. *We posted a leaflet through **every** door in the street.*
- We use **every** to show how often something happens. *We go to Scotland **every** summer. The buses leave **every** five minutes.*
- We use **every** **BUT NOT** **each** with words and expressions such as **almost**, **nearly**, **practically** and **without exception**. *We wrote to **practically every** organisation we could think of asking for help.*

A few/Few – A little/Little

A few and **few** are used with **plural countable nouns**. **A little** and **little** are used with **uncountable nouns**.

- **A few** means **not many but enough**. *There are **a few** apples left, would you like one?*
- **Few** means **hardly any**, **almost none**, and can be used with **very** for emphasis. *There are (**very**) **few** places for young people to go in the village.*
- **A little** means **not much but enough**. *There is **a little** milk left, you don't need to buy any today.*
- **Little** means **hardly any**, **almost none**, and can be used with **very** for emphasis. *There is (**very**) **little** traffic at that time of night.*

A lot of/Lots of – Much – Many

- A lot of and lots of are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The of is omitted when a lot/lots are not followed by a noun. *Were there a lot/lots of people at the meeting? Yes there were lots.*
- Much and many are usually used in negative and interrogative sentences. Much is used with uncountable nouns and many is used with plural countable nouns. *Did you get many birthday cards? There isn't much water left.*
- How much and how many are used in questions and negations.
How much + uncountable noun → amount — *How much sugar have we got left?*
How many + countable noun → number — *How many people are coming to the party?*
- Too much is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed. *There is too much milk in this tea.*
- Too many is used with plural countable nouns. It has the same negative meaning as too much. *I'm very tired. I've had too many late nights this week.*
- We use many/much/some/any/most/(a) few/(a) little/several/one/two etc + of followed by the/that/this/these/those and then a noun when talking about a specific group. *Most of the people at the restaurant ordered pasta.* (the people at the restaurant) BUT *Most people like pasta.* (people in general)

1 Match the columns to make sentences.

The teacher	promised	• earning a lot of money.
Her parents	allowed	• to send the students to the headmaster.
Carl	advised	• making all of the arrangements herself.
They	threatened	• him to get more exercise.
Helen	boasted about	• her to go to the party.
The doctor	insisted on	• to do whatever they could to help.

2 Fill in the correct form of the reporting verbs from the list.

- refuse • apologise for • explain • suggest
• warn • deny • offer • accuse

- "Would you like me to help you with your essay?"
She to help me with my essay.
- "Shall we go to the concert on Friday night?"
He going to the concert on Friday night.
- "I'm sorry I didn't come to the party."
She not coming to the party.
- "You were speeding."
He me of speeding.
- "No, I won't do it."
She to do it.
- I was late for work because I missed the bus.
He that he had been late for work because he had missed the bus.

- "It will be very dangerous!"
He me that it would be very dangerous.
- "No, I didn't break the glass."
He having broken the glass.

3 Rewrite the following sentences in reported speech using an appropriate introductory verb, as in the example.

- "No, I won't help you any more."
He refused to help me any more.
- "It would be a good idea for you to join a gym."
- "Don't forget it's Dawn's birthday on Friday."
- "Would you like a lift to the station, tomorrow?"
- "It was Mike who broke the computer."
- "You're not allowed to watch that film. It's not suitable for children."
- "We're having a dinner party on Saturday. Would you and Paul like to come?"
- "Do you know where the nearest bank is?"
- "It wasn't me who ate all of the biscuits."
- "I insist that you refund the money immediately."

4 Fill in a/an or some.

- | | |
|---------------------|--------------------|
| 1 milk | 6 rice |
| 2 chip | 7 egg |
| 3 apple juice | 8 tea |
| 4 fruit | 9 potato |
| 5 burger | 10 spaghetti |

- 5 Write **C** (for countable) or **U** (for uncountable) next to each of the nouns. Then, use them to make up sentences, as in the example.

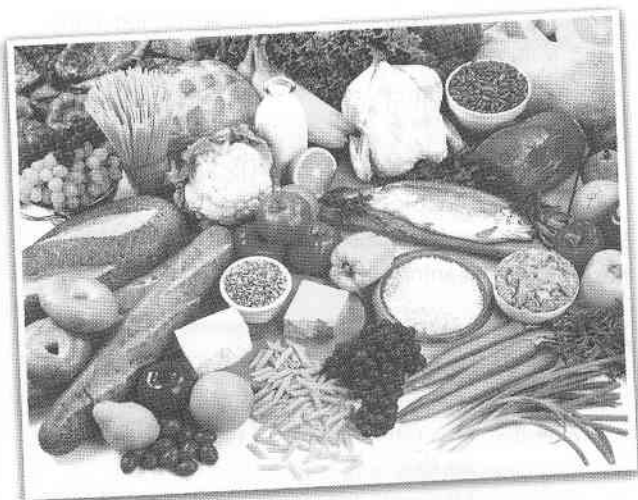
cheese sandwich **C**; yogurt; sugar; pear; oregano; mussel; flour; ketchup; grapefruit; omelette

I'd like a cheese sandwich and a glass of orange juice, please.

- 6 Fill in **is, are, a(n) or some**.

- I want to buy new clothes this weekend.
- there any potatoes left?
- Broccoli very good for you.
- I was hoping you could give me information.
- He is looking for new flat.
- They say that the first two weeks of the course the most difficult.
- Would you like glass of water?
- Accommodation in London very expensive.

- 7 What can you see in the picture? Which things are countable and which uncountable?



There is an apple. (countable)

There is some spaghetti. (uncountable) etc

- 8 Complete the dialogues by filling in **some, any, many, much, (a) little, (a) few**.

- A: Have we got more orange juice?
B: Yes I think there's left.
- A: Are there tickets left for the Friday night performance?
B: Yes, sir, we have a left. How would you like?

- 3 A: Do you think we invited too people to the party?

B: Maybe. There isn't room in here.

- 4 A: We've got a potatoes, shall I make chips?

B: I don't think you'll be able to, there's very oil left.

- 5 A: We haven't got time you know.

B: I know, just give me minutes and I'll be ready. It doesn't matter if we're late.

- 9 Replace the words in bold with **a few, a little, very few, or very little**.

- 1 It's been **two or three** weeks since I spoke to Carol.

- 2 It's a serious problem but there's **not much** we can do about it, I'm afraid.

- 3 Most of the guests had left but there were still a **couple of** people standing around chatting.

- 4 They had made a lot of food but only a **small amount** of it was eaten.

- 5 She speaks fluent French and **some** Italian.

- 6 **Hardly any** students study Latin and ancient Greek at school these days.

- 7 There's a **small amount of** stew left; would you like to finish it?

- 8 **Not many** people would argue with you about that.

- 10 Complete the sentences filling in **each or every**.

- 1 Ron must be very fit. Practically time I walk past the gym, I see him in there.

- 2 of us was asked to stand up and introduce ourselves to the group.

- 3 Penny and her sister get on very well with other.

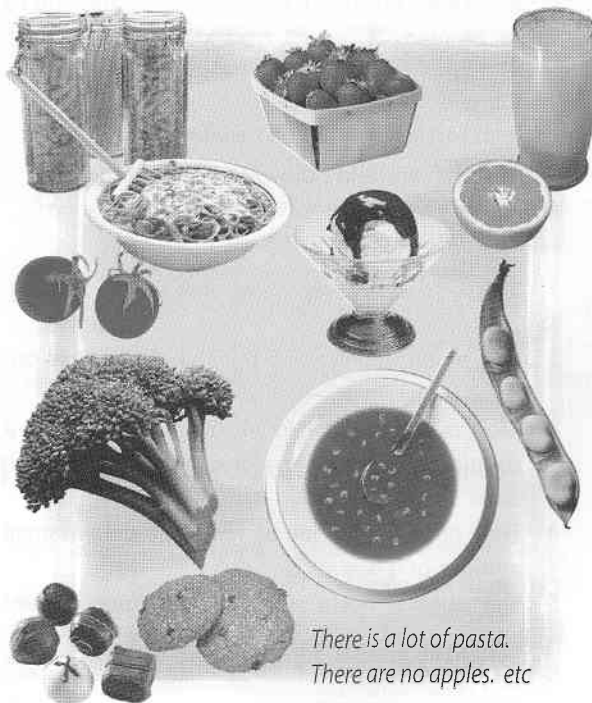
- 4 Trains to the town centre leave twenty minutes.

- 5 They are a very good team. They have won almost game they've played this season.

- 6 Ian couldn't decide whether to have the ice cream or the chocolate cake, so he tried a little bit of of them.

- 11 a. Look at the pictures showing different foods. Use the prompts and **several, a lot of, no, not many, not much, a few, a little**, to make up sentences, as in the examples.

• pasta • apples • strawberries • beans • tomatoes
• potatoes • ice cream • raspberries • broccoli
• soup • chocolates • cake • biscuits • lentils • milk
• salad • crisps • orange juice



- b. Look at the pictures again, then in pairs ask and answers questions, as in the example.

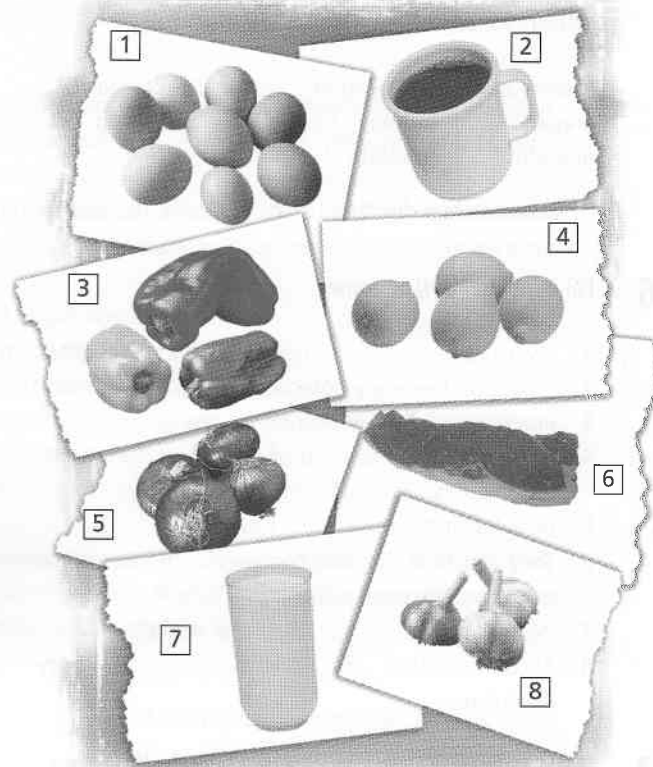
A: Are there any tomatoes?

B: Yes, there are a few tomatoes. etc

- 12 Fill in **some, any, no** or their compounds, as in the example.

- 1 We were lost so we asked *somebody/someone* for directions.
- 2 Have we got more pasta?
- 3 I'm afraid there's cake left.
- 4 Will you get lamb chops when you're at the supermarket?
- 5 Is there I can do to help?
- 6 I looked all over the house for it, but I couldn't find it
- 7 Andy and Jim must have left already. I called their flat but answered.
- 8 They knew about it until it was too late.
- 9 We are determined to go hot and sunny for our holidays this year.
- 10 I love that song, I've never heard like it before.

- 13 Ask and answer questions, as in the examples.



1 A: Did you buy many eggs?
B: No, just a few.

2 A: Did you buy much coffee?
B: No, just a little.

Use of English

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 "Don't forget to buy a birthday card for Phil," Amy said to me.
reminded Amy reminded me to buy a birthday card for Phil.
- 2 "Get out of the car!" the policeman shouted at them.
ordered The policeman ordered them to get out of the car.
- 3 Ben said, "OK, I will walk the dog today."
agreed Ben agreed to walk the dog that day.
- 4 There is very little bread left.
hardly There is hardly any bread left.
- 5 I looked in the bag but there wasn't anything in it.
nothing I looked in the bag but there was nothing in it.
- 6 She really likes that actor and she has seen all of his films.
every She really likes that actor and she has seen every one of his films.

14 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 "I'm not going to lend you any more money," Jack told Rob.
refused Jack
any more money.
- 2 Chloe said, "I'm afraid it's my fault that we're late."
that Chloe
fault that they were late.
- 3 "Yes Eve, you can go and watch the film," her dad told her.
allowed Eve's dad
and watch the film.
- 4 "Yes, I've got a lot of work to do this week," he said.
admitted He
a lot of work to do that week.
- 5 She had nowhere to stay that night.
anywhere She
stay that night.
- 6 The exam was very difficult and most of the students failed.
very The exam was very difficult and
the students passed.
- 7 "Don't forget to call Jim," Anne said to me.
reminded Anne Jim.
- 8 We only have a very small amount of cheese left.
little We left.

• Error Correction

15 Cross out the incorrect word in each sentence.

- 1 Dawn warned to us that it was probably going to rain later that day.
- 2 He threatened them to call the police if they didn't turn the music down.
- 3 He suggested on going shopping the next day.
- 4 Jill denied that having caused the accident.
- 5 Will you buy some of rice when you go to the shops?
- 6 There's a very little coffee left. Would you like another cup?
- 7 I was sure it was the right room but there was not nobody there.
- 8 She loves that singer and she's got every one CD he's ever made.

- 9 He has a very good job and he earns a lots of money.
- 10 Do you think there is too how much garlic in this sauce?

• Word Formation

Suffixes which form nouns

- ship:** (added to nouns that refer to people) refers to the state, experience or skill of these people (*citizenship, friendship*)
- hood:** (added to nouns that refer to people) refers to the states, conditions or periods of time in which sth is experienced. (*boyhood, manhood*)
- ment:** (added to verbs) refers to the process of making or doing sth, or the result of this process (*enjoyment, punishment*)
- ness:** (added to adjectives) refers to the state or quality described by the adjective (*carelessness, rudeness*)

16 Form the correct noun from the word in bold.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1 Neil is an old friend of his. | CHILD |
| 2 When she told us what had happened, we all just stared at her in | AMAZE |
| 3 Claire and Helen are in together. | PARTNER |
| 4 It's very difficult to find full-time in that field. | EMPLOY |
| 5 She is suffering from a serious and it's going to take her a long time to recover. | ILL |
| 6 Over the last few years, there has been a decrease in home in the UK, with more people choosing to rent rather than buy. | OWNER |
| 7 He's very young to face the responsibilities of | FATHER |
| 8 When we first visited the city, we were very impressed by the of the locals. | FRIENDLY |

• Open Cloze

- 17** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

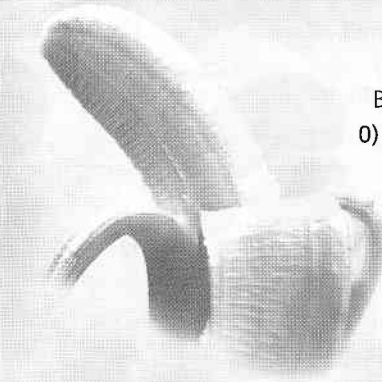
Ancient Health Secret



Looking **0** for a way to improve your health? Adding green tea **1** your diet may be the answer. In recent studies, green tea **2** proved to be beneficial to our health, confirming **3** least 4,000 years of medical practice in Asia. It is the second **4** common drink in the world and could also be **5** most valuable substance you can take **6** protect your general health. Studies have shown that people **7** drink green tea have a lower risk of suffering from many diseases, **8** as cancer and heart disease. Furthermore, green tea is very filling and curbs your appetite. It also aids in breaking **9** body fat and lowering high blood sugar levels. Other advantages include the prevention of viruses and tooth decay. However, **10** order to reap the full protective benefits of green tea, you **11** to drink at least 5-10 cups a day. Green tea extract tablets are also **12** the market for those who want to get their daily dose, without having to drink so **13** cups. Green tea is sure to make **14** difference to your eating habits and overall health. So, why **15** have a cup today?

• Multiple Choice Cloze

- 18** Read the text below, then circle the answer A, B, C or D which best fits the space. There is an example (0) at the beginning.

Going
Bananas over
Bananas

Bananas have become Britain's **0** most popular fruit. It is hardly surprising since this bright yellow tropical fruit has so much to **1** It tastes sweet and delicious, it is **2** with vitamins and minerals and is very **3** to digest. Bananas also contain a mixture of three different sugars combined **4** fibre, which gives your system an instant burst **5** energy. They are enjoyed by many world class athletes, who use them to **6** their energy levels up during competitions. **7** fact, they are often taken onto Centre Court for a mid-game snack by leading tennis stars or eaten at half-time **8** famous footballers. Even golfers carry them around to eat during their game. Bananas **9** make a great breakfast or snack for students as they are **10** in potassium, vital for improving concentration. What's more, it's not only humans who **11** enjoy the benefits. Horse trainers use bananas to boost the **12** of their four-legged athletes. As you can see, bananas **13** for everyone. We can all increase our daily vitality with the help of this unique fruit. Simply slicing a banana on **14** of our breakfast cereal, eating one with our lunch or just snacking on one **15** the day can help us keep our energy levels high.

- | | | | |
|--------------|---------------|---------------|-------------|
| 0 A much | B most | C many | D best |
| 1 A give | B take | C offer | D bring |
| 2 A packed | B complete | C full | D top |
| 3 A simple | B easy | C comfortable | D gentle |
| 4 A to | B of | C with | D by |
| 5 A of | B in | C with | D out |
| 6 A match | B take | C catch | D keep |
| 7 A To | B On | C For | D In |
| 8 A with | B by | C for | D as |
| 9 A also | B however | C besides | D though |
| 10 A wealthy | B full | C healthy | D rich |
| 11 A might | B can | C must | D would |
| 12 A effect | B competition | C performance | D challenge |
| 13 A do | B make | C help | D are |
| 14 A top | B over | C cover | D through |
| 15 A while | B after | C during | D before |

Revision (Units 1 - 8)

19 Circle the correct item.

- 1 How long did you leave university?
A ago B when C before D earlier
- 2 I am going to bed as soon as the film
A finished C finishes
B is finishing D will finish
- 3 Jane must be slightly than Julie.
A tall B taller C tallest D as tall
- 4 I'm too tired out tonight.
A go C going
B to go D for going
- 5 In the end he to go to the library because he found all the information that he wanted on the web.
A need have B needn't
C need D didn't need
- 6 I'm sure he have told us if he had known anything.
A must B can C would D ought
- 7 Their house more than a hundred years ago.
A had built C was built
B is building D was building
- 8 The thieves shortly after the robbery took place.
A were arrested C have been arrested
B are being arrested D will be arrested
- 9 After being given the award, the actor a few words.
A told C requested
B said D talked
- 10 He an extra set of keys cut after Bill moved in.
A has C has been having
B is having D had
- 11 He that he would call her back later.
A offered C asked
B promised D refused
- 12 He boasted winning his tennis match.
A about B on C for D to
- 13 I'm not sure if I will have time to meet you later. I've got of things to do today.
A lot B many C lots D much

- 14 I have never met as smart as her before.
A anyone C no one
B everyone D nobody
- 15 There are biscuits left. Help yourself.
A few B a few C little D a little
- 16 It's going to be a huge party. They have invited practically they know.
A somebody C nobody
B anybody D everybody
- 17 He us to take the train because the traffic was very bad.
A offered C forbade
B advised D suggested
- 18 My boss me to work on Saturday this week.
A asked C insisted
B said D explained
- 19 Anna is very stressed. She says she has things to do.
A very many C too many
B very much D too much
- 20 A of my friends now work in London.
A each B many C lot D all

20 Fill in the missing word.

- 1 I was getting ready for work the doorbell rang.
- 2 He has been working here more than 15 years.
- 3 I can't believe that Mark be 30 next April.
- 4 I to give my sister a lift to the airport later.
- 5 The car stolen from right outside his house.
- 6 Laura asked me Jim was coming or not.
- 7 He his house painted by a professional.
- 8 I trust Alex. I'm sure he was the truth.
- 9 There's very orange juice left in the carton. We need to buy some.
- 10 She apologised forgetting my birthday.
- 11 The sauce was very spicy. I think I put too chilli powder in it.
- 12 I'm afraid there isn't spaghetti left.
- 13 She claimed have finished the report already.
- 14 How did your new shoes cost?
- 15 She was carrying a suitcase in hand.

Type 2 and 3 Conditionals

- **Type 2 conditionals (unreal present)** are used to express imaginary situations which are contrary to facts in the present, and, therefore, are unlikely to happen in the present or future. We can use **were** for all persons in the **if-clause**. We can also use the structure **If I were you ...** to give advice.

If-clause	Main Clause
If + past simple/past continuous → would/could/might + present bare infinitive	
<i>If I went to the box office early, I could get front row seats. — If it wasn't so late, we could go on a picnic. — If I were you, I would buy today's newspaper.</i>	

- **Type 3 conditionals (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/past perfect continuous → would/could/might + perfect bare infinitive	
<i>If we had known, we would have taken shelter earlier. — If he had been watching the news, he would have known about the accident.</i>	

- We can omit **if** and invert the word order in formal English to form type 1, 2 and 3 conditionals.
Had he been more careful, the accident could have been avoided.
- Mixed Conditionals can be used, where the context permits, by combining an **if** - clause from one type of conditional with a main clause from another.

If - clause	Main clause
Type 2: If he missed his flight last night, → Type 1: he will take the first one this morning.	
Type 2: If he was richer, → Type 3: he wouldn't have needed the loan.	
Type 3: If she had passed her exams, → Type 2: she would be at university now.	

Wishes

- We can use **wish/if only** to express a wish.

Verb Tense		Use
wish/if only + past simple/past continuous	<i>I wish I were famous. (but I'm not)</i> <i>If only I played golf like Tiger Woods. (but I don't)</i> <i>I wish I were coming with you. (but I'm not)</i> <i>If only Penny wasn't coming with us. (but she is)</i>	to say that we would like something to be different in the present
wish/if only + past perfect	<i>I wish I had gone to the concert with them. (but I didn't)</i> <i>If only I had learned to play the guitar when I was younger. (but I didn't)</i>	to express regret about something which happened or didn't happen in the past
wish/if only + subject + would	<i>I wish you would come to lessons on time.</i> <i>If only it would stop raining.</i>	to express: <ul style="list-style-type: none"> • polite imperative • a desire for a situation or person's behaviour to change

- After the subject pronouns **I** and **we**, we can use **could** instead of **would**. *I wish we could go together.*

Notes:

- If only** is more emphatic than **wish**
- We can use **were** instead of **was** after **wish** and **if only**.

Had Better/Would Rather

Had better (= it would be good to) is used to give strong or urgent advice. **Had better** refers only to the present or future.

- had better + bare infinitive** → immediate future — *You had better buy the tickets tonight.*

Would rather (= would prefer to) expresses preference. When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- would rather + present bare infinitive** → present/future — *I'd rather go to the cinema tomorrow afternoon.*
- would rather + perfect bare infinitive** → past — *I'd rather have gone to the museum with Tom.*
- would rather + bare infinitive + than (+ bare infinitive)** — *I'd rather go to the concert with you than (go) with Doug.*

When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- would rather + past tense** → present/future — *I'd rather John finished the article before he leaves.*
- would rather + past perfect** → past — *I'd rather we had arrived at the theatre earlier because we missed the start of the play.*

1 Match the items in column A with those in column B to make sentences, as in the example.

A	B
1 If I were you,	a he would come with us.
2 If Neil didn't have to work tonight,	b I could learn a foreign language.
3 If you left right away,	c we could visit her more often.
4 If Emma didn't live so far away,	d they would find a bigger flat.
5 If I had more free time,	e I would apply for that job.
6 If they had more money,	f you might still catch the train.

1 – e *If I were you, I would apply for that job.*

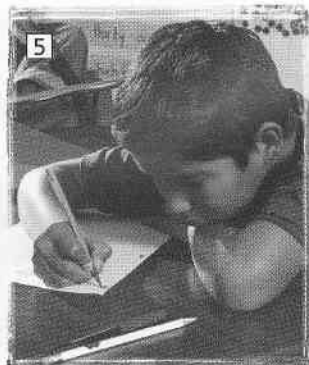
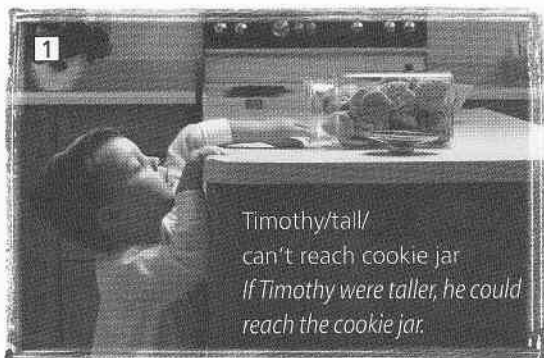
2 Put the verbs in brackets into the correct tense, as in the example.

- If we had enough money, we **could go (go)** to the cinema.

- If I had known it was your birthday, I **(buy)** you a present.
- If I were you, I **(write)** a letter of complaint to the company.
- If I hadn't got stuck in traffic, I **(not/miss)** the train.
- If we had been invited to the wedding, we **(go)**.
- If you didn't have to work on Saturdays, we **(visit)** your parents more often.
- If I were an architect, I **(design)** my own house.
- If you had studied harder, you **(not/fail)** your exams.
- If you had told him the truth, he **(forgive)** you.
- If we had a garden, we **(grow)** our own vegetables.

9 Grammar in use

- 3 Look at the pictures, then use the prompts to write type 2 or type 3 conditional sentences.



- 4 Look at the pictures and make up sentences using the prompts, as in the example. Then make up extra sentences for each situation, using your own ideas.



What would you do if you ...

- 1 wanted to lose weight?
*If I wanted to lose weight, I would start going to the gym.
If I wanted to lose weight, I would eat a healthy diet. etc*
- 2 won the lottery?
- 3 had two week's holiday?
- 4 moved to a new house?

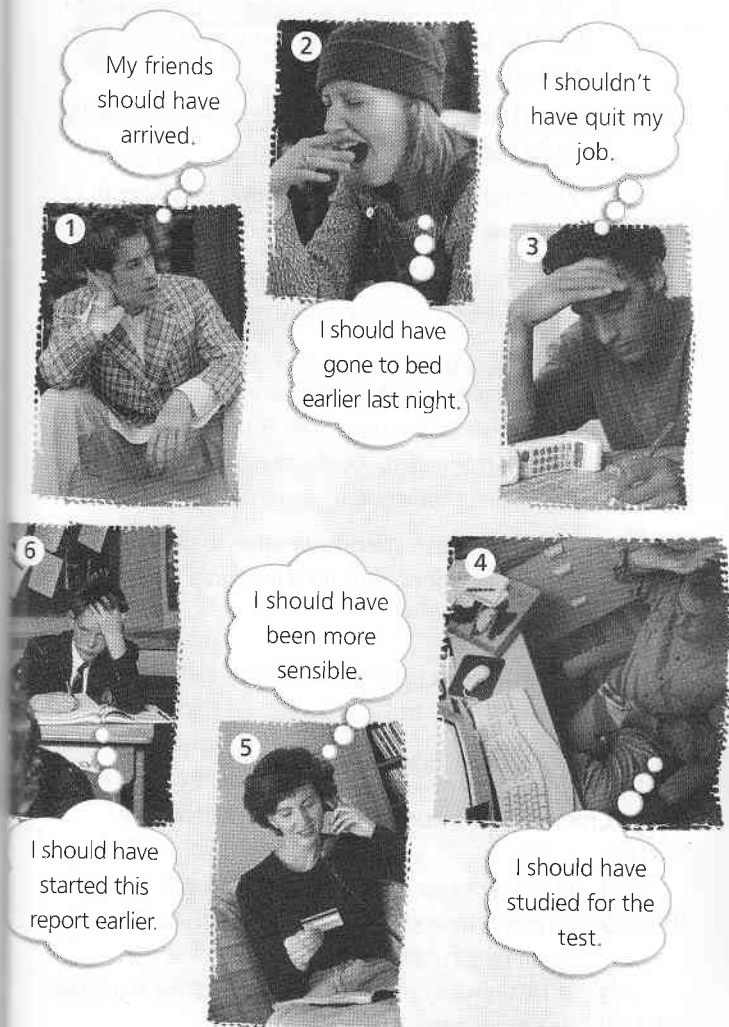
- 5 In pairs, ask and answer questions about what you would do in each of the following situations, as in the example.

- 1 you/meet/your favourite singer
A: *What would you do if you met your favourite singer?*
B: *If I met my favourite singer, I would ask him/her for an autograph.*
- 2 you/win/two tickets to watch your local football team
- 3 a new sports centre/open/near your house
- 4 your friends/have/a fancy dress party
- 5 the circus/visit/your town
- 6 you/have a choice/go to a basketball match or classical music concert

- 6 Complete the sentences using type 2 or type 3 conditionals, as in the example.

- 1 If I had been given a pay rise, *I could have bought a new car.*
- 2 If I wasn't so tired,
- 3 If it was snowing,
- 4 If I was going on holiday,
- 5 If Lucy had a better job,
- 6 If you had called me earlier,
- 7 If we had seen Harry,
- 8 If I were you,
- 9 If you had read that book,
- 10 If Mark hadn't broken his leg,

- 7 Look at the pictures and complete the wishes. Then make mixed conditional sentences using the prompts, as in the example.



- 1 not/be/bored now
I wish my friends had arrived. If my friends had arrived I wouldn't be bored now.
- 2 not/be/so tired now
- 3 not/need to/look for another one now
- 4 be able to/answer the questions
- 5 not/have/this huge credit card bill
- 6 not/still work/on it now

- 8 Rewrite the sentences as wishes and say which ones are **regrets** and which are **unreal situations**, as in the examples.

- 1 I didn't study French at school.
I wish I had studied French at school. (regret)
- 2 I haven't got a CD player.
I wish I had a CD player. (unreal situation)
- 3 I left my umbrella on the bus.
- 4 I don't know how to use a computer.

- 5 I can't afford to buy a motorbike.
- 6 My father won't let me drive his new car.
- 7 I forgot to send my sister a birthday card.
- 8 I lost my gold bracelet.

- 9 Read the story below and rewrite it using type 3 conditional sentences, as in the example.

It was Saturday morning and Mrs Jenkins had to go to the supermarket to buy the weekly groceries. The car park was full, so she parked on the street. The supermarket was so crowded that it took her over an hour to do her shopping. When she got to the cashier, she realised that she had left her purse in the car, so she couldn't pay for her groceries. She went to the car to get her purse but the street was empty and her car had disappeared. She called the police to report that her car had been stolen. The police told her that her car had been towed away because she had parked it in a no-parking zone. Her husband had to go down to the police station and pay the fine so that she could get her car back.

If the car park hadn't been full, she wouldn't have parked on the street.

- 10 Fill in the correct verb form, as in the example.

- 1 I would rather the plumber **came** (come) tomorrow, because I don't want to wait around for him today.
- 2 I would rather you (not/go) to that party yesterday.
- 3 I think he would rather (not/watch) the film. He didn't seem to enjoy it much.
- 4 I'd rather (play) tennis than go swimming next weekend.
- 5 I would rather they (try) to fix the computer themselves before they asked me to do it.
- 6 I would rather you (catch) a later train.
- 7 Would you rather I (call) you or sent you a text message?
- 8 I'd rather (wait) for Sarah than go on without her.

- 11** Look at the pictures and speech bubbles, then use your own ideas to make up sentences, as in the example.

1 I hate having to wear a school uniform.

I wish I didn't have to wear a school uniform. If I didn't have to wear a school uniform, I could wear my jeans to school.

2 I have to attend lectures but they are so boring.

3 I've got lots of work.

4 I missed the bus this morning.

5 Mum is still talking on the phone.

- 12** Answer the following questions using **would rather ... because** and your own ideas, as in the example.

- 1 Your friends are going on holiday to a Greek island but the same week your parents have offered to take you to Paris with them.
I would rather go with my friends because I love relaxing on the beach.
- 2 Your brother is going to rent a video for you both to watch. He suggests either a comedy or a horror film.
- 3 It is your birthday and your parents ask you if you would prefer some new clothes or a membership to a gym.
- 4 You are a bit short of money and your boss asks you to work overtime on Friday but you had already planned to go to the cinema with your best friend that night.
- 5 Your friends can't decide whether to go to a club tomorrow night or out for a meal at a restaurant.

Use of English

• Error Correction

- 13** Cross out the incorrect word in each sentence.

- 1 I'd rather to go swimming than sailing.
- 2 If I didn't have so much homework to do, I could to go out tonight.
- 3 If I were you, I would have talk to my manager about it.
- 4 I prefer to sending e-mails to writing letters.
- 5 I'd rather you had called him now.
- 6 I wish you would have pay more attention in class.
- 7 If I hadn't had gone to the party, I wouldn't have met Colin.
- 8 If I have won the lottery, I would travel around the world.
- 9 I wish it would be stop raining.
- 10 If you hadn't been worked so hard, you wouldn't have passed your exams.
- 11 Unless you drive slowly, you may not have an accident.
- 12 I wish I had had more money. Then I could afford a holiday.
- 13 I'd rather you have talked less.
- 14 Would it not be OK if I borrowed your pen?
- 15 You'd better to hire a private detective.

• Word Formation

Forming nouns from verbs

- ance: ignore - ignorance
- ence: correspond - correspondence
- ion: collect - collection
- tion: reduce - reduction
- ation: examine - examination

14 Form the correct noun from the word in bold.

- 1 There were a few people standing around outside the main to the building. **ENTER**
- 2 She has been working for the for more than ten years. **ORGANISE**
- 3 They got in the car and drove off in the of the town centre. **DIRECT**
- 4 We expected a large at the live concert. **ATTEND**
- 5 Moira felt great for her brother. **AFFECT**
- 6 A of good luck and skill helped him to win the game. **COMBINE**
- 7 The decorators tried to cause as little to the people who worked in the building as possible. **DISTURB**
- 8 The electrician checked the between the two cables. **CONNECT**
- 9 Getting stuck in a traffic jam has become an everyday since I started driving. **OCCUR**
- 10 The government will need to take to deal with this crisis. **ACT**
- 11 The manager told her secretary she wanted no from anyone during the meeting. **INTERFERE**
- 12 The burglars disguised themselves to avoid **DETECT**

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 I really regret not going to the party.
wish I **wish I had gone** to the party.
- 2 What a pity you didn't get that job.
only If **only you had got** that job.
- 3 I like playing football better than watching it on TV.
than I'd **rather play football than watch it** on TV.
- 4 My father doesn't want me to go out on a school night.
rather My father **would rather I didn't go out** on a school night.
- 5 I like Italian food more than Chinese.
prefer I **prefer Italian food to** Chinese food.
- 6 I don't fancy going out tonight, let's stay at home.
rather I'd prefer to stay at home **rather than go out** tonight.
- 7 I think you should look for another job.
were If I **were you**, I would look for another job.
- 8 I don't have the time to go to night school.
would If I **had the time**, I would go to night school.
- 9 We didn't have enough money so we couldn't buy the house.
could If we had had enough money, **we could have bought** the house.
- 10 My husband started his own business when he lost his job.
hadn't If my husband **hadn't lost his job**, he wouldn't have started his own business.

15 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 I like science fiction films more than horror films.
prefer I to horror films.
- 2 I can't open my own restaurant because I don't have enough money.
would If I had enough money, my own restaurant.

- 3 He was driving too fast so he got a speeding ticket.

been If he
..... fast, he wouldn't
have got a speeding ticket.

- 4 It would be a good idea to sell that old motorbike and buy a car.

were If I
sell that old motorbike and
buy a car.

- 5 I couldn't drive my children to school yesterday because my car broke down.

could If my car hadn't broken
down, I
..... to school yesterday.

- 6 I can't afford to go away this summer.

only If
go away this summer.

- 7 I've got a lot to do this afternoon. Can we meet tomorrow morning instead?

rather I'd prefer to meet tomorrow
morning
afternoon.

- 8 What a pity I couldn't go to my cousin's wedding.

wish I
to my cousin's wedding.

- 9 I like listening to rock music, not country and western.

than I'd rather listen
country and western.

- 10 My boss gets upset when I leave early.

rather My boss
..... didn't leave early.

- 11 We want to play tennis, but we can't because it is raining.

was If
we could play tennis.

- 12 Oh no! I forgot to call Alex.

had I
remembered to call Alex.

- 13 I wish Fiona had told me that herself.

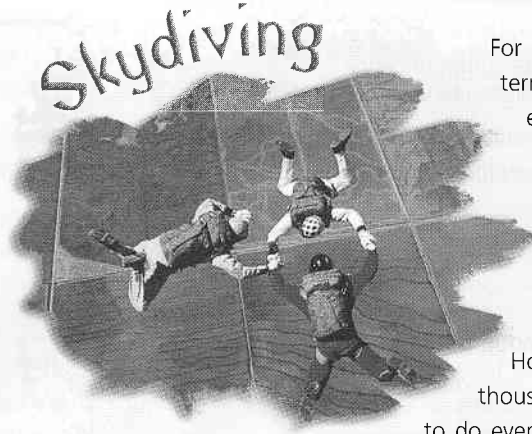
would I
told me that herself.

- 14 I wish I had kept in touch with Carol and Vicky.

regret I really
in touch with Carol and
Vicky.

• Multiple Choice Cloze

- 16 Read the text below, then circle the answer A, B, C or D which best fits the space. There is an example (0) at the beginning.



For some people flying is a terrifying experience. Surely, even those of us **0) who** quite enjoy this form **1)** travel could never be convinced to jump out of an aeroplane 10,000 feet above the ground. However, this is what thousands of skydivers choose to do every day, and what's more,

some of them claim that everyone should **2)** it a try.

So do you **3)** rushing towards the ground at over one hundred and fifty kms an hour while relying on a square piece of cloth to **4)** you back down to Earth safely?

If **5)**, you have two options for your first jump. The first is to make a tandem jump, where you will be strapped **6)** an instructor and the two of you will make the jump together. However, the second option is usually **7)** if you are serious about taking **8)** the sport. Here you will go to ground school, **9)** you will learn how to safely get in and out of the plane, how to pack a parachute and how to steer it. Then your first jump will usually be a static line jump. You jump **10)** your own but your parachute opens automatically after a couple of seconds. Those might seem like the longest and scariest seconds of your life, **11)** the enthusiasts say it is all worth it for the incredible feeling you get when you see that parachute open up above you, and the even **12)** amazing feeling of achievement that you get when you arrive safely back **13)** solid ground. It's true that for most people one jump is never enough and before **14)** you won't think there is anything strange about spending all your spare money and free weekends paying to **15)** the chance to jump just one more time.

- | | | | |
|--------------|---------------|-----------|--------------|
| 0 A whom | B which | C what | D who |
| 1 A of | B for | C to | D by |
| 2 A make | B give | C have | D go |
| 3 A think | B expect | C want | D fancy |
| 4 A put | B turn | C bring | D give |
| 5 A only | B not | C this | D so |
| 6 A to | B by | C with | D up |
| 7 A advised | B recommended | C wanted | D expected |
| 8 A along | B down | C up | D off |
| 9 A while | B after | C before | D where |
| 10 A by | B on | C for | D to |
| 11 A despite | B furthermore | C besides | D but |
| 12 A more | B better | C though | D bigger |
| 13 A at | B to | C on | D in |
| 14 A many | B long | C much | D far |
| 15 A have | B do | C make | D give |

• Open Cloze

- 17** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

ESSENTIALS for Outdoor Survival

As city life becomes more and
0) *more* stressful, it is not surprising
that many people want to get

1) from it all. This has
meant a large increase in the
popularity of activities such

2) hiking and climbing.
Unfortunately though, being away
from civilisation has its dangers, as

3) as its rewards, especially
for those who have little experience with
the great outdoors. Before you head off the

beaten track, you should be aware of the risks and
have the right equipment with you, in 4)
anything does go wrong.

Obviously what you need will depend 5) where
you are going and the details of your trip. However, there
are some essentials that you should never forget

6) pack. Having a compass and a map is clearly
very important. You 7) never find your destination
if you are walking round and round 8) circles. If

you do get lost and have to spend a night outside, having
matches (kept in a waterproof container) and some
firelighter can make life a lot 9) comfortable. A

good fire will keep you warm and can also be used to cook
food. On the subject 10) food, you should always
take more 11) you will need. It's always better to

carry some food home with you than to run 12)
at a crucial moment. Some survival experts suggest that you
should even take dog biscuits or some other food that you

really don't like 13) that you will only be tempted
to eat it in a real emergency.

Other important things to have with you in the
wilderness are a basic first 14) kit and extra
clothing. A Swiss-army knife is also useful for all sorts of
different things. Once you have all of these essentials safely
packed there should be 15) stopping you from
heading off into the unknown.

Revision (Units 1 - 9)

- 18** Circle the correct item.

- 1 He was hot and thirsty because he for a run.
A was going C had been
B went D have been

- 2 This time next week we to Milan.
A fly C are flying
B will fly D will be flying
- 3 Sorry, I never meant so long. I just lost
track of time.
A be C to be being
B to be D being
- 4 We expect who got the promotion soon.
A to hear B hear C hearing D heard
- 5 Jenny is the girl engaged to Will.
A who B who's C which D whose
- 6 Claire is made very long hours.
A work C to work
B working D to be working
- 7 She that she was going to London on
business the following week.
A asked C asked me
B told D told me
- 8 He can't come because he his new
furniture delivered some time this afternoon.
A has C has been having
B has had D is having
- 9 It was a great party! Practically I know was
there.
A somebody C nobody
B anybody D everybody
- 10 He that the car belonged to him.
A claimed C refused
B demanded D ordered

- 19** Fill in the missing word.

- 1 Last year we to play football every Friday
afternoon.
- 2 Look at those black clouds, I'm sure it's
to rain.
- 3 I'd you had told me earlier.
- 4 George, wants to be a lawyer, is
studying law at Bristol University.
- 5 That photograph was taken my
grandmother.
- 6 She explained that it take some time,
and that we should go back the next day.
- 7 Laura accused him lying.
- 8 If you had told me earlier, I would have
come with you.
- 9 We have call Chris and tell him where
we're meeting tonight.
- 10 I would have taken the train if I known
how bad the traffic was going to be.

Future Perfect

Form: will have + past participle

- We use the **future perfect** for actions that will have finished before a stated time in the future. *They **will have finished** shooting the film by the end of March.*

The time expressions we use with the future perfect are:

before, by, by then, by the time, until/till (only in negative sentences). *He **won't have finished** writing the article until/till Thursday.*

Future Perfect Continuous

Form: will have been + verb + -ing

- We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with **by ... for**. *By the end of this month, he **will have been working** at this radio station **for** ten years.*

Linking Words

Linking words show the logical relationship between sentences or parts of sentences.

- Positive addition**
and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well as (this/that), furthermore, etc *He was **both** rude **and** unhelpful.*
- Negative addition**
neither (... nor), nor, neither, either, etc ***Neither** Rob **nor** Dave bought a newspaper today.*
- Contrast**
but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc *The car is old **but** reliable.*

Note the structures:

although + clause → ***Although** it was raining, he left.*

despite/in spite of + noun → ***Despite** the rain, he left.*

despite/in spite of the fact + clause → ***In spite of the fact that** it was raining, he left.*

- Giving examples**
such as, like, for example, for instance, especially, in particular, etc *The food was delicious, **especially** the steak. It was excellent.*
- Cause/Reason**
as, because, because of, since, for this reason, due to, so, as a result (of), etc *He switched on the TV **because** he wanted to watch the news.*
- Condition**
if, whether, only if, in case of, in case, provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc *He agreed to lend her the money **provided that** she paid him back as soon as possible.*
- Purpose**
to, so that, so as (not) to, in order (not) to, in order that, in case, etc *Rob caught the early train **so that** he would be there on time.*
- Effect/Result**
such/so ... that, so, consequently, as a result, therefore, for this reason, etc *She was bored **so** she decided to go for a walk.*

- **Time**
when, whenever, as, as soon as, while, before, until/till, after, since, etc *John said that he would call us **as soon as** he finishes work.*
- **Exception**
except (for), apart from, etc *Everybody was there **except for** Janet who was going to meet us later.*
- **Relatives**
who, whom, whose, which, what, that *That's the CD **that** I borrowed from Alex.*
- **Listing points/events**
To begin: initially, first, at first, firstly, to start/begin with, first of all, etc ***Firstly**, he thanked everybody for coming.*
To continue: secondly, after this/that, second, afterwards, then, next, etc ***Next**, add the onions and garlic to the mixture.*
To conclude: finally, lastly, in the end, at last, eventually, etc ***Eventually**, we arrived back home.*
- **Summarising**
in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc ***In conclusion**, eating a healthy balanced diet is the best way to avoid this problem.*

Both/Neither – All/None – Either

- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. *John went to the meeting. Steve went to the meeting, too. **Both men** went to the meeting.*
- **Neither** refers to two people, things or groups and has a negative meaning. It is followed by a singular countable noun. However, the **neither of + plural noun phrase** structure can be followed by either a singular or plural verb in the affirmative. *Sheila doesn't know where to go. Ann doesn't know where to go, either. **Neither of the girls** know/knows where to go.*
- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. ***All of the children** were excited about going on the trip.*
- **Both/All** can go after the verb **to be** or after **an auxiliary verb** but before the **main verb**. *They are **both/all** very happy. They have **all/both** passed the exam. **but** They **both** travelled by coach.*
- **Whole** is used with singular countable nouns. We use **a/the/this/my etc + whole + noun**. **Whole** is not used with uncountable nouns. *She ate **the whole** cake. / She ate **all of the** cake.*
*She spent **all of her** money. (NOT: ~~She spent the whole of her money.~~)*
- **All + day/morning/week/year etc = the whole + day/morning/week/year etc.** *He's been working hard **all morning/the whole morning**.*
- **None of** refers to two or more people, groups or things and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or a plural verb. *I asked **all of the people** at the bus stop **but none of them** knew where the theatre was.*
- **Either** refers to two people, things or groups and is followed by a singular countable noun. However, the **either of + plural noun phrase** structure can be followed by either a singular or plural verb. *The blue shirt is fine. The white shirt is fine, too. **Either shirt** is fine. / **Either of the shirts** is/are fine.*
*Either can also be used at the end of a negative sentence. "I have never been to Italy." "I've never been, **either**."*
- **Both ... and** is followed by a plural verb. ***Both Chris and James** live in Scotland.*
Neither ... nor/Either ... or take either a singular or plural verb, depending on the subject which follows **nor/or**. ***Either Neil or Kate** is going to drive me to the station. **Either Neil or his parents** are going to drive me to the station.*

1 Complete the sentences by using the **future perfect simple** or the **future perfect continuous**, as in the example.

- 1 By the end of the year, I *will have been working* (work) here for eight years.
- 2 Pete (finish) writing that report in half an hour.
- 3 By the time Greg retires, he (run) the business for more than thirty years.
- 4 If we don't hurry, the concert (start) by the time we get there.
- 5 I won't be able to drive to work tomorrow morning because the mechanic (not/fix) the car until the afternoon.
- 6 There's no point in phoning her now. She (already/leave).

2 Match the columns to make complete sentences.

- | A | B |
|----------------------------------------------------------------------------|-------------------|
| 1 <input type="checkbox"/> By May, she will have been living in Manchester | a until tomorrow. |
| 2 <input type="checkbox"/> The workmen said they won't have finished | b for five years. |
| 3 <input type="checkbox"/> I'm sure he will have written the essay | c all day. |
| 4 <input type="checkbox"/> Next Saturday, I will be working | d by now. |

3 Tell your partner what you will have done by:

- 8pm tonight • noon tomorrow • next Monday

By 8pm tonight, I will have eaten my dinner.

By noon tomorrow, I will have been at school for four hours.

By next Monday, I will have spent all my money.

4 Circle the correct tense.

- 1 By the end of the month, he here for three years.
A will live
B will be living
C will have been living
- 2 My train at 7:30 tomorrow morning.
A leaves
B will be leaving
C will have been leaving
- 3 These bags are very heavy; me carry them upstairs?
A will you help
B will you be helping
C will you have helped

- 4 By the time we this, it will be lunchtime.
A will have finished
B will finish
C finish

- 5 It's hard to believe that this time next week you around Australia.
A will have been travelling
B will be travelling
C travel

- 6 It's getting cold in here. I the heating on.
A will have put
B will put
C will be putting

- 7 I hope the weather by the time we leave.
A is going to improve
B will improve
C will have improved

- 8 I'm afraid I a chance to read this until tomorrow.
A am not having
B won't have
C won't be having

5 Underline the correct item.

- 1 I will have cleaned up the mess **before/until** Mum gets back.
- 2 **By/By then** the end of the month, he will have been teaching for three years.
- 3 She will have prepared all of the food **by/by the time** the guests arrive.
- 4 The mechanic said that he won't have finished the repairs **until/since** tomorrow.
- 5 The essay is due tomorrow, but I don't think I will have even started it by **then/the time**.
- 6 We will have been travelling for three months **until/by the time** we get to Thailand.

6 Underline the correct tense.

- A The play 1) **starts/will start** at 8pm so we 2) **will meet/are meeting** you outside the theatre at 7:45pm. If we 3) **are not/will not be** there by 7:55pm, go in and we 4) **will find/are going to find** you when we 5) **will arrive/arrive**.
- B Thanks for babysitting for us tonight; we 1) **will appreciate/appreciate** it. I 2) **have left/will have left** some money on the kitchen counter so you can order pizza for dinner. Please don't let the kids watch TV until they 3) **have finished/will finish** their homework. We 4) **will be/are** back by 11.

- C Welcome to the Golden Sands Hotel. I hope you
1) **have enjoyed/will enjoy** your stay with us. Your room 2) **will be/is** on the fifth floor with an ocean view. The bus into town 3) **will stop/stops** outside the hotel and you can buy your bus tickets at the reception desk. If you 4) **will need/need** anything, please do not hesitate to ask me or any other member of our staff.

7 Choose the correct item.

- 1 A: Have you listened to those two CDs yet?
B: No, I haven't had a chance to listen to of them yet.
a all b neither c either
- 2 A: Clive has got two cars, hasn't he?
B: Yes, but he bought of them second hand.
a either b both c all
- 3 A: That shop sells lots of nice clothes.
B: Yes, but of them are very expensive.
a both b all c neither
- 4 A: She has got three brothers, hasn't she?
B: Yes, of them live nearby, though.
a None b Neither c All
- 5 A: Are Danny and Michael coming tonight?
B: No, of them could make it.
a either b both c neither
- 6 A: What do your parents do?
B: of them are teachers.
a Both b All c Either

8 Underline the correct word.

- 1 I can't speak French at all, **whereas/despite** my sister speaks it fluently.
- 2 They decided to go for a walk, **even though/in spite of** the rain.
- 3 Sara hasn't got a TV and she hasn't got a CD player **neither/either**.
- 4 I hate travelling by boat because I always get seasick. **Besides/However**, I can't swim.
- 5 **In spite of/Although** he could play the guitar very well he decided not to become a musician.
- 6 **Both/Either** Jim and Sam were born in Canada.
- 7 The sales assistant was rude. **Furthermore/Even though**, he refused to call the manager.
- 8 **In addition to/ In spite of** being stubborn, he was lazy.
- 9 Of course you can borrow my car. **However/Yet**, I need it back by 8 o'clock tonight.
- 10 I love thrillers, **despite/in addition to** the fact that they always give me nightmares.

9 Rewrite the sentences using **both ... and, neither ... nor, or either ... or**, as in the example.

- 1 Frank works in a bank. Tom works in a bank too.
Both Frank and Tom work in a bank.
- 2 Debbie will wash the car or else Pam will.
- 3 Carl hasn't read that book. Rebecca hasn't read it either.
- 4 John bought that newspaper, or maybe Steve did.
- 5 Julian is going to the party. Bob is going too.
- 6 Keith hasn't got a computer. Max hasn't got a computer either.

10 Underline the correct word.

- 1 **Either/Neither** Simon nor Kelly had seen the film before.
- 2 She decorated the **all/whole** house by herself.
- 3 I asked everybody but **none/no** of the people there had seen Louise that day.
- 4 As soon as the guests arrived, **each/every** of them was shown to their seat.
- 5 I've been to that restaurant twice before and **all/both** times the food was excellent.
- 6 We're really busy at the moment; I've been working overtime **every/all** day this week.

11 Look at the pictures below. Make as many sentences as you can using the prompts provided and **both, neither, all, none**.

- 1 have/briefcase; 2 indoors; 3 in/park; 4 use/laptop;
- 5 use/mobile phone; 6 have/jacket; 7 have/coffee;
- 8 wear/hat



Rachel



Perry



Mark

- 1 **Neither Perry nor Mark have/has a briefcase.**

12 Join the sentences using the words in brackets, as in the examples.

- 1 The book is very well written. It is also very funny.
(which)
The book which is very well written, is also very funny.
- 2 The shirt was expensive. He decided to buy it anyway.
(although)
Although the shirt was expensive, he decided to buy it anyway.
- 3 She was very tired. She went to bed,
(so)

- 4 Colin is tall with dark hair. His sister is short and blond. (whereas)
.....
- 5 He finished eating. He did the washing up. (as soon as)
.....
- 6 Phil wrote a letter. He posted it. (then)
.....
- 7 I have a lot to do today. I have to speak to Mr Wilson about his order. (for instance)
.....
- 8 Paul took out a notebook. He could make some notes. (so that)
.....
- 9 We played very well. We still lost the match. (even though)
.....
- 10 Jim took the bus into town. He was going shopping. (because)
.....

Use of English

• Key Word Transformations

Study the examples. In each case the second sentence has a similar meaning to the first sentence.

- 1 He started working here at the end of June last year.
been By the end of June, he **will have been** working here for one year.
- 2 Our teacher said that she will mark the exams this week.
have Our teacher said that she **will have marked the exams** by the end of the week.
- 3 Since his car broke down, Sam had to walk to work.
because Sam had to walk to work **because his car broke down**.
- 4 Although he was tired, he decided to go for a run.
spite In **spite of the fact that** he was tired, he decided to go for a run.
- 5 Laura doesn't like Chinese food and Christine doesn't like it either.
nor Neither **Laura nor Christine likes** Chinese food.
- 6 She was writing that report all day.
whole She spent **the whole day writing** that report.

13 Complete the sentences with two to five words, including the word in bold. Do not change the meaning of the original sentence.

- 1 Anne's ambition is to open her own restaurant by the time she is thirty.
will Anne hopes she her own restaurant by the time she is thirty.
- 2 He moved to Portugal ten years ago this month.
been By the end of this month in Portugal for ten years.
- 3 Despite being short of money, she decided to buy the new dress.
even She decided to buy the new dress short of money.
- 4 You can go to the party provided that you are home by midnight.
long She can go to the party home by midnight.
- 5 We couldn't hear what he was saying because he spoke too quietly.
so He we couldn't hear what he was saying.
- 6 He drank the whole bottle of water himself.
all He drank himself.
- 7 I think that Luke borrowed that CD, or maybe Joe did.
either I think that that CD.
- 8 Emily didn't learn to swim until she was twenty.
when Emily to swim.

• Error Correction

14 Cross out the incorrect word in each sentence.

- 1 I doubt that Rob will have woken up by yet.
- 2 They will have been arrived at the hotel by the time it gets dark.
- 3 She will have left before they will arrive.
- 4 It was such a hot weather that we went to the beach.
- 5 Neither Claire nor Susan had not read the book.
- 6 Marina really enjoys cooking, whereas that I prefer to eat out.
- 7 Brian and Carol both went to see the play but neither of enjoyed it very much.

- 8 By the end of July, I will have been to working here for two years.
- 9 Despite from the fact that it was the middle of August, the weather was cold and wet.
- 10 I'm sure she will understand why you didn't go, provided for that you explain what happened.

• Word Formation

Suffixes forming adverbs

- ly:** combines with adjectives to describe something being done in the manner described by the adjective (*quickly, happily*)
- ward(s):** combines with nouns and adverbs of direction to describe the direction in which something is moving or facing. (*downward(s), westward(s)*)

15 Form the correct adverb from the word in bold.

- 1 He took a couple of steps to allow the others to get through. **BACK**
- 2 She was upset because she felt that they had been very treated. **BAD**
- 3 They were moving in the direction of the coast. **EAST**
- 4 Paul was a much better player and won the game **EASY**
- 5 He spoke very so that everyone would understand him. **CLEAR**
- 6 We decided to head as soon as we saw the approaching storm. **HOME**

• Multiple Choice Cloze

- 16 Read the text below, then circle the answer A, B, C or D which best fits the space. There is an example (0) at the beginning.

Tornado Alert

If you 0) **ever** notice that the skies are dark and greenish and the rain is blowing sideways past your front window, then you 1) better be careful. It could mean that a tornado is heading your 2) The first sign that a tornado is coming is the formation 3) a thunderstorm. In the beginning there's an eerie stillness as the pressure is sucked away. The air is still and calm and no bird or insect sounds 4) be heard. Cumulonimbus clouds build in towers, 5) as supercells, and the normal afternoon thundershowers begin to take 6) an incredible energy. If you watch the horizon you'll see a revolving column of clouds, called a funnel, heading 7) the earth. When it connects 8) the ground, the heat feeds the centre 9) the funnel and a tornado is born. The safest place 10) you to be is underground or in an open ditch. Tornadoes destroy everything 11) their path and have the power to 12) up people, trees, bridges, cars and even houses. The scariest thing about tornadoes is that you have minutes, not hours to react. We now have warning times of up 13) twenty minutes 14) to better radar detectors. With older methods of reporting tornadoes, we were lucky to have two minutes to 15) cover.

- | | | | |
|---------------|-----------|-----------------------------------------|------------|
| 0 A sometimes | B never | <input checked="" type="radio"/> C ever | D always |
| 1 A had | B would | C did | D need |
| 2 A direction | B route | C path | D way |
| 3 A of | B by | C with | D for |
| 4 A must | B can | C could | D might |
| 5 A called | B named | C known | D reported |
| 6 A up | B off | C in | D on |
| 7 A away | B up | C across | D towards |
| 8 A by | B with | C for | D across |
| 9 A of | B to | C in | D up |
| 10 A of | B at | C for | D to |
| 11 A up | B through | C in | D across |
| 12 A make | B pick | C take | D turn |
| 13 A to | B for | C against | D at |
| 14 A because | B as | C since | D due |
| 15 A make | B take | C hide | D draw |

- Open Cloze

17 Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

Tate Modern

The Tate Modern is London's newest museum and houses a permanent display **0)** of modern art. It sits **1)** the south bank of the River Thames and is linked **2)** St. Paul's Cathedral on the opposite side of the river **3)** the new Millennium bridge. The Tate Modern collection **4)** housed in a massive former power plant which **5)** transformed into the new museum by Swiss architects Jacques Herzog and Pierre de Meuron, at the **6)** of 134 million pounds. This magnificent building was designed to **7)** a symbol of London and the UK in the 21st **8)** The size of the museum is very impressive. It has 84 galleries and displays about 600 paintings and sculptures, by a wide variety of artists **9)** Matisse to Mondrian. There are also rooms dedicated **10)** single artists or, occasionally, to a single piece of art. Several of the galleries have **11)** built with glass roofs so that the works of art **12)** be admired under natural sunlight. The Tate Modern may become **13)** of the world's greatest modern art galleries which will stand alongside New York's Museum of Modern Art and Paris's Pompidou Centre. It is expected **14)** attract two million visitors a year and is sure to become a part of **15)** art lover's visit to London.

4 Doug, daughter goes to school with Emma, lives in our street.

A who B that C which D whose

5 You disturb the driver while the bus is moving.

A mustn't B couldn't C haven't D needn't

6 The sauce was made flour, milk and cheese.

A by B for C up D with

7 I don't know who the letter was from but it
..... in Rome.

A is posted C was posted

B is being posted D was being posted

8 He me that he didn't have time to help us.

A told B said C spoke D asked

9 She her hair dyed at the hairdresser's tomorrow.

A has C has been having

B had **D** is having

10 There is coffee left. Would you like another cup?

A a little B a few C little D few

11 If I were you, I demand an apology.

A must B would C may D might

12 He wouldn't have made that mistake if he
more experienced.

A would be C has been

B is D were

19 Fill in the missing word.

1 I was listening to the news on the radio
Tony arrived.

2 I am to London next week for a conference.

3 That be Paul, I'd recognise his car
anywhere.

4 A new cinema being opened in the town centre next month.

5 He offered to give us a discount we paid in cash.

6 If I had gone to the concert with them;
it sounds like it was brilliant.

7 If I known that she wanted to come, I
would have bought a ticket for her.

8 We all ordered the steak except Sarah,
who is a vegetarian.

9 Neither Tom Mary can speak Italian.

10 They will arrived at the airport by now.

Revision (Units 1 - 10)

18 Circle the correct item.

1 It all morning and the roads were wet and slippery.

A rains C had been raining

B is raining **D** will rain

2 I you if we decide to go out tonight.

A call C am calling

B will call D will be calling

3 At the weekend we went in the mountains.

A hike C hiking

B to hike D to hiking

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